ED 463 393 AA 001 345

Resources in Education (RIE). Volume 37, Number 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- The print version of "Resources in Education" ceased publication with Volume 36, Number 12, December 2001. RIE data will continue to be produced and will be available in electronic format.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE), the document portion of the ERIC database, announces (catalogs, indexes, abstracts) documents of interest to the educational community, including researchers, teachers, students, school board members, school administrators, counselors, parents, etc. It provides for electronic searching by Subject, Personal Author, Institution, Publication Type, ERIC Clearinghouse Number, Geographic Source, Target Audience, and other data fields. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database. The COM edition contains all five of the indexes formerly available in the printed edition. The first accession in each issue of RIE data is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (AB)

ED 463 394 CE 080 410

Nyati-Ramahobo, Lydia
Language Development for Literacy: The Case of Shiyeyi in Botswana.
PUB DATE- 98
NOTE- 12p.; Paper presented at "Non-Formal Education: New Directions for the Year 2000" Africa Regional Literacy Forum (Dakar, Senegal, March 16-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *African Languages; Cultural Maintenance; Developing Nations; English Only Movement; Foreign Countries; *Language Acquisition; Language Attitudes; *Language Maintenance; *Language Minorities; Language Skill Attrition; Language Usage; Literacy Education; Multilingualism; Official Languages; Orthographic Symbols; Relevance (Education); Second Language Instruction; *Second Language Learning; Second Languages; Social Attitudes
IDENTIFIERS- Botswana; *Shiyeyi; Wayeyi People

Since independence, the government of Botswana has allowed only the use of English in government circles, excluding the other 26 languages represented in the country and allowing only limited use of the national language, Setswana. Since 1995, however, restrictions have been relaxed and non-government

Greene, Deborah
The Road to Self-Sufficiency: An Income Growth Strategy for Out of School Youth. A Toolkit for Front-Line Practitioners Developed by Front-Line Practitioners.
SPONS. AGENCY- New York Community Trust, NY.
PUB DATE- 01
NOTE- 56p.; Facilitated by Kip Stottlemyer. Edited by Jan Hennessy and John Twomey.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Education Work Relationship; Employer Attitudes; Employer Employee Relationship; Employment Level; Employment Programs; Entry Workers; Federal Legislation; Federal Programs; Informal Education; Job Placement; Job Training; Occupational Mobility; On the Job Training; *Out of School Youth; Postsecondary Education; Program Design; *Program Implementation; Promotion (Occupational); Secondary Education; Staff Development; *Youth Employment; Youth Opportunities; *Youth Programs
IDENTIFIERS- Workforce Investment Act 1998

Intended for the front-line practitioner, this toolkit provides tips, options, and practical how-tos for designing and implementing quality, youth-focused, and business-focused services for out-of-school youth (OSY) who are currently in, or about to enter, the workforce. It outlines an "income growth strategy" (IGS) that addresses what services should be delivered and how, when, and where to deliver services. Section 1 discusses the need for highly skilled workers and balancing 'work first' and retention/advancement goals. Section 2 addresses what an IGS does and why it should be considered, including youth development as the central theme; incorporation of a broader perspective; and balancing needs and wants. Section 3 focuses on these considerations when designing an IGS: applying the key principles of income growth; four design principles for IGS; income goal versus job placement goal; accommodate working individuals; just-in-time service intervention; solving problems in context; and four frameworks for income growth and post-employment services. Section 4 describes eight ways to make an IGS happen. Section 5 discusses how the IGS complements the Workforce Investment Act of 1998. Section 6 addresses special considerations for the business customer. Section 7 describes how the toolkit was developed. Appendixes include a list of nine Web sites and eight annotations of reports and resources and a service matrix. (YLB)

ED 463 410   CE 082 930

Shohet, Linda, Ed.
Literacy across the CurriculuMedia Focus, 2000.
PUB DATE- 00
NOTE- 99p.; Published biannually. Supported by Dawson College and the National Literacy Secretariat, Human Resources Development Canada. Photographs may not reproduce well. For volume 14, see ED 440 212.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Annotated Bibliographies; Basic Skills; Conferences; Cultural Differences; Education Work Relationship; *Educational

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Learning; Community Attitudes; Community Characteristics; *Community Development; Community Education; *Community Resources; Definitions; *Educational Research; Foreign Countries; Learning Theories; *Lifelong Learning; Linking Agents; Models; Outcomes of Education; Postsecondary Education; *Research Methodology; *Social Capital; Social Integration; Social Networks; Social Support Groups; Social Values; Theory Practice Relationship
IDENTIFIERS- Australia; Europe

The possibility of using the concept of social capital as an analytical tool for exploring lifelong learning and community development was examined. The following were among the topics considered: (1) differences between definitions of the concept of social capital that are based on collective benefit and those that define social capital as a resource used for the benefit of those individuals with access to it; (2) community development and community division; (3) the role of the concept of social capital in theories of community development; (4) the role of the concept of social capital in research into community development education; and (5) social capital and social cohesion. A social capital framework for analyzing community development was proposed. The framework called for considering the following items when analyzing community development, including adult education: (1) the balance between internal and external networks; (2) the presence and diversity of brokers who are able to operationalize the bridging and linking of networks; (3) the levels of self-confidence and self-esteem of community members and skills in working together, including conflict resolution; (4) norms present in the community (especially norms of inclusion/exclusion and reciprocity); and (5) the extent to which the community of analysis has shared visions for its future. (Contains 60 references.) (MN)

ED 463 427 CE 083 025

Falk, Ian
Sleight of Hand: Job Myths, Literacy and Social Capital. CRLRA Discussion Paper.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Case Studies; Community Education; Definitions; Education Work Relationship; Educational Needs; Educational Objectives; Educational Policy; Educational Principles; Employment Level; Employment Patterns; Employment Problems; Foreign Countries; Global Approach; *Human Capital; Influences; Lifelong Learning; *Literacy Education; Policy Formation; *Public Policy; Role of Education; *Social Capital; Social Influences; Social Services; Trend Analysis; *Unemployment; Well Being
IDENTIFIERS- Australia; United Kingdom; United States

The relationships existing among human capital theory, Australian public policy, literacy education, and the plight of Australia's long-term unemployed were examined. The following topics were considered: human capital theory-based public policies and literacy education; social capital and learning; building and using social capital; the "social justice" and

Buck, Maria L.
Charting New Territory: Early Implementation of the Workforce Investment Act. Field Report Series.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 02
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Agency Cooperation; Certification; *Dislocated Workers; Economically Disadvantaged; *Employment Programs; Federal Legislation; Federal Programs; Financial Support; *Job Training; *Labor Force Development; Postsecondary Education; *Program Implementation; Secondary Education; State Federal Aid; State Programs; Unemployment; Welfare Recipients; Youth Programs
IDENTIFIERS- One Stop Centers; *Workforce Investment Act 1998

This report highlights issues for policymakers and provides guidance to states and localities implementing the Workforce Investment Act of 1998 (WIA) by describing the successes and struggles of five cities implementing the new legislation. It presents WIA's basic framework and discusses its impact on these four major audiences: employment and training providers, job seekers, employers, and the overall workforce development system. First, it addresses the impact on employment and training providers, including certification of eligible providers, continued certification and emerging issues, performance measures, individual training accounts and emerging issues, impact on participant/job seeker and emerging issues, tiered services, and customer choice. Second, the report discusses the impact on employers. Third, it reports on the workforce development system, including leadership, new organizational structures (Workforce Investment Boards, One-Stop Center delivery systems, One-Stop Center staffing, mandated partners and memoranda of understanding), performance measures, and funding. The report concludes with implications for the future based on the sites' experiences and identifies these issues to watch as implementation progresses: it takes time; building new relationships; managing partnerships; focusing on the long term; working for employers; who's in charge; allocating sufficient resources; and understanding the customers. (YLB)

ED 463 445 CE 083 127

Wonacott, Michael E.
High Schools That Work: Best Practices for CTE. Practice Application Brief No. 19.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Education; Block Scheduling; Career Education; *Career Guidance; Curriculum Development; Educational Change; *Effective Schools Research; High Schools; *Instructional Improvement; *Integrated Curriculum; School Effectiveness; Staff Development; Teacher Collaboration; *Tech Prep; *Vocational Education
IDENTIFIERS- *Career and Technical Education; High Schools That

and summaries of Axis I and Axis II disorders. The treatment planning section provides information about the theoretical approaches used, treatment techniques used, and medications appropriate for each disorder. Special attention is given to the clinical areas of special treatment issues, psychopharmacology, and substance abuse. Professional practice and the comprehensive, legal, and ethical framework of a mental health counselor's practice are also examined. The Test Taking section provides a personalized approach to study skills. Case scenarios allow for a review of information in the case study format. Study cards are included for easy reference and further study. (Contains over 300 references.) (JDM)

ED 463 462 CG 030 836

Bullard, Bonnie; Lawless, Linda; Williams, Midge; Bergstrom, Deborah
Mental Health Counselor's Clinical Practice Companion: A Continuing Education Program.
PUB DATE- 99
NOTE- 306p.; Appended are the Assessment Questions.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counseling Techniques; Counseling Theories; *Counselors; *Home Study; *Independent Study; Licensing Examinations (Professions); *Mental Health Workers; *Review (Reexamination)
IDENTIFIERS- Diagnostic Statistical Manual of Mental Disorders; Psychopharmacology

Lifelong learning is a major challenge for today's professionals. This home-study learning program offers a cost-effective means that allows learners to pace themselves in learning a body of knowledge in relation to their individual needs. A self-assessment questionnaire allows readers to assess their strengths and weaknesses in relation to the ongoing knowledge needed in comprehensive clinical mental health counseling. It provides a comprehensive review of theory and practice and answers questions that arise in the course of practice. The review begins with the fundamentals on theories of growth and development and has several chapters on direct clinical material, such as assessment; diagnosis; counseling modalities; and treatment planning. It also includes information on the mental status examination content and the history of the Diagnostic Statistical Manual system. Special treatment areas such as suicide; domestic violence; abuse; incest; treating particular populations; and psychopharmacology are detailed in separate sections. Research and evaluation and statistics and outcome studies are reviewed as a growing focus in all practice management. An assessment booklet containing a study log; a self-examination; an envelope to mail the exam for scoring and credit; and a program evaluation form accompany the manual. (Contains over 290 references.) (JDM)

ED 463 463 CG 031 550

Marshall, Anne
Developmental Themes and Self-Efficacy for Career Counsellors.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual National Consultation

individuals typically have estranged family relationships and fewer supportive relationships compared with other homeless persons. They typically have more negative family experiences and feelings of detachment from family. The implications for the utilization of the Adult Attachment Interview as a foundation from which to draw clinically relevant information with homeless and runaway youth may have an impact on future treatment and research. Psychologists can contribute to the treatment of homeless and runaway youth through clinical work involving long-term treatment using knowledge of attachment theory and research. (Contains 47 references.) (Author/JDM)

ED 463 485 CG 031 648

Gambone, Kirsten; Arena, Jordan; Weiner, Stacie; Thomas, Amy; Johnson, Lisa; Nyce, Susan; Lang, Allison; Alvazian, Casey; Szuchyt, Jamie; Farrell, Debbi; Cane, Susan; Gelband, Amy; Zohe, Dorothy; Dous, Julie-Anne; Black, Aimee; Chambliss, Catherine
Changes in Attitudes toward Maternal Employment during the Past Decade.
PUB DATE- 02
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Attitude Measures; Career Choice; College Students; *Employed Parents; Higher Education; Marriage; *Mothers; *Occupational Aspiration; *Parent Child Relationship; Sex Differences; *Student Attitudes; *Young Adults

This study replicated an earlier study that examined the differences between attitudes toward maternal employment among young adult male and female respondents in 1990 and 2000. Responses of undergraduates were obtained in 1990 and 2000 on the Beliefs About the Consequences of Maternal Employment for Children (BACMEC) and author-devised items assessing attitudes toward family of origin and the young adults' own career and family plans. Subjects were grouped on the basis of the survey period in order to determine if attitudes had changed over time. Differences in the perceived costs and benefits associated with maternal employment between gender and cohort groups were explored. In addition, the relationship between the respondents' generational cohort and the current quality of their relationships with mothers and fathers were investigated. Between-groups t-tests revealed a significant difference on the BACMEC benefits scale and no statistically significant difference on the BACMEC Cost scale. No significant differences were found on measures of the current relationship between the participant and his or her mother and father. Additionally, no significant differences were found between the 1990 and 2000 groups on items assessing whether participants expect to marry, the age they expect to marry, and the number of children they expect to have. (Contains 32 references.) (Author/GCP)

ED 463 486 CG 031 650

Lum, Christie
Federal Information Resources for Professional Counselors: A Sourcebook of Free and Low-Cost Resources To Support and Enrich Your Work as a Professional Counselor, 2002.
PUB DATE- 02
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

*Policy Formation; School Role

To reach academic goals such as reducing the achievement gap and leaving no child behind, schools must include a focus on addressing barriers to student learning to ensure all children have an equal opportunity to succeed at school. Such a focus requires a high-level policy commitment to establishing an "enabling component." Operationalizing an enabling component requires formulating a framework of basic program areas and then creating an infrastructure to restructure and enhance existing resources. This quick training aid presents a brief set of resources to guide those providing an in-service training session on establishing an enabling component. The packet contains a brief introduction to the topic with key talking points, fact sheets and practice notes, tools and handouts, continuing education modules, and a directory of additional resources. (GCP)

ED 463 508 CG 031 677

Resource Mapping and Management To Address Barriers to Learning: An Intervention for Systemic Change. A Technical Aid Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 02
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Comprehensive School Health Education; *Educational Change; Elementary Secondary Education; Mental Health Programs; Policy Formation; Program Effectiveness; *Resource Allocation; *School Community Relationship
IDENTIFIERS- *Asset Mapping

To function well, every system has to fully understand and manage its resources. Mapping is a first step toward enhancing essential understanding, and done properly, it is a major intervention in the process of moving forward with enhancing systemic effectiveness. In schools and community agencies, there is redundancy stemming from ill-conceived policies and lack of coordination. A primary and essential task in improving the current state of affairs is that of enumerating school and community programs and services that are in place to support students, families, and staff. Analyses of what is available, effective, and needed provide a sound basis for formulating strategies to link with additional resources at other schools, district sites, and in the community and to enhance use of existing resources. Such analyses can also guide efforts to improve cost-effectiveness. This technical aid packet focuses on the purpose of mapping resources, processes for mapping resources, and products of mapping. A directory of additional resources is provided and an appendix presents examples of surveys that aid in mapping. (GCP)

ED 463 509 CG 031 678

About Mental Health in Schools. An Introductory Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration

schools not planning to implement Reading Recovery. A wide variety of reasons were uncovered for choosing programs other than Reading Recovery. The primary reason given was financial, but a number of small schools reported not having a need or having only a minimal need for a program such as Reading Recovery. On average, the programs in place for helping at-risk first graders learn to read received positive ratings from respondents. (NKA)

ED 463 529 CS 510 854

Rhodes-Kline, Anne K.
State of Maine Reading Recovery R Report and Evaluation, 1994-1995.
SPONS. AGENCY- Maine State Dept. of Education, Augusta.
PUB DATE- 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Early Intervention; Grade 1; *High Risk Students; *Literacy; Primary Education; *Program Effectiveness; *Reading Programs; Remedial Programs; *State Programs; Student Educational Objectives
IDENTIFIERS- *Maine; *Reading Recovery Projects

This report summarizes and evaluates the Reading Recovery (RR) program across the state of Maine for the 1994-95 school year. The report examines the children who were served, their progress through the program, and their performance on various measures of literacy skill. It states that about 41% of all children in Maine who were eligible for Reading Recovery were served in 1994-95. It points out that 72% of program children (those who received the full RR program) were successfully discontinued (they met the program goals); 54% of all the children who were served by RR (those who received at least one lesson) were successfully discontinued. The report notes that children who were successfully discontinued from Reading Recovery caught up to other first graders on measures of literacy. It explains that at fall testing, children identified as needing Reading Recovery were lower in text reading ability than the "random sample" comparison group (a sample not identified as needing RR), but that by spring, children who were successfully discontinued from the program reached the level of reading ability in the comparison group. The report states that an "average band" of the random sample students' scores on each of four literacy measures was calculated, based on the means and standards of deviation--between 74% and 89% of discontinued children's scores met or exceeded these four bands. The report also includes conclusions and recommendations. (Contains 8 footnotes, 11 figures, and 12 tables of data.) (NKA)

ED 463 530 CS 510 856

Moore, Paula; Lysy, Daria C.; Bamford, Rosemary; Kimmey, Tonya; Rhodes-Kline, Anne K.
State of Maine Reading Recovery R Revised Report and Evaluation, 1996-1997 and Supplement: Carried-Over Children.
SPONS. AGENCY- Maine State Dept. of Education, Augusta.
PUB DATE- 97
NOTE- 46p.; For the 1994-1995 report, see CS 510 854.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

The elementary school teacher faces unique challenges with struggling writers, whose writing differs from that of more skilled students in both process and product. This book demonstrates how process writing and strategy instruction can be integrated to help young writers untangle the complicated writing process. The book introduces its readers to four students in a fifth-grade process-approach classroom. While observing these students, the book's author/researcher identified each child's unique combination of writing abilities and difficulties, and worked with the students to construct specific strategies to fit their needs. The book is based on what she discovered as the students worked to overcome their problems with writing. It demonstrates the effectiveness of using individual writing strategy instruction within a writing-process classroom and offers examples of strategies to try with students. Interspersed throughout the book are "Reflection Points," which ask teachers to reflect on their own practices and to consider personal philosophies and strategies for teaching. The book also contains classroom vignettes and excerpts of student dialogue, as well as suggested readings. It offers new insights into the world of the young struggling writer and provides practical suggestions for how teachers and their students can work together to make writing less problematic and more satisfying. (Contains 106 references. Appendixes discuss the Cognitive Strategy Instruction in Writing; strategies for composition and self-regulation; and strategic writing instruction.) (NKA)

ED 463 550 CS 510 943

Serran, Guerlene
Improving Reading Comprehension: A Comparative Study of Metacognitive Strategies.
PUB DATE- 02
NOTE- 37p.; Master of Arts Thesis, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; Grade 8; Instructional Effectiveness; *Metacognition; Middle Schools; *Reading Comprehension; Reading Difficulties; *Reading Improvement; *Reading Instruction; Reading Skills; *Reciprocal Teaching
IDENTIFIERS- *Think Aloud Program

Adolescents who are experiencing difficulties in reading are found to have problems in word recognition, read at a slow pace, and comprehend slowly (Ivey, 1999). As these students move on in grade level, they are inadequately equipped with the reading comprehension skills needed in order to deal with higher level text. Struggling readers lack knowledge of the reading process, have poor reading attitudes, and lack a repertoire of reading strategies (Algozzine, Algozzine & Amendum, 1997). The purpose of this study was to equip a group of urban eighth graders with metacognitive strategies that would improve their reading comprehension, and to compare the relative effectiveness of each strategy. Three different classes were each taught a different metacognitive approach: reciprocal teaching, buddy journals, and the think aloud strategy. Students were provided pre- and post-tests in order to determine the effectiveness of the strategies for improving reading comprehension. Although no statistical differences in test scores were found between the effectiveness of the three strategies, the combined use of all of the reading strategies significantly improved reading comprehension. (Contains 24 references and a table of data. Appendixes contain recording

PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of the American Evaluation Association (St. Louis, MO, November 7-10, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Educational Improvement; Elementary Secondary Education; *Nonprofit Organizations; Partnerships in Education; *User Satisfaction (Information)

Nonprofit organizations seeking to improve the education system have found it necessary and desirable to form collaborative partnerships with other organizations, such as community and/or faith-based groups, and school districts. Such partnerships can reduce the costs of research and service delivery, limit the likelihood of service duplication, and provide much-needed access to additional resources and staff who possess expertise not found in any one organization. From FY 1996 through FY 1999, AEL, Inc., a nonprofit research and development organization, surveyed a number of clients to examine their perceptions of collaboration on various projects and the perceived impact of the products and services resulting from those collaborations. Survey instruments included the Collaboration Continuum Scale, the AEL Impact Questionnaire, and the Satisfaction with Collaboration Scale. Results were analyzed statistically. Results show that satisfaction was high across and within factors that affect collaboration. Level of collaboration was perceived to be slightly more interdependent than independent as measured using Intriligator's continuum framework. Finally, as clients became more satisfied with collaboration and saw collaboration as increasingly interdependent, they also perceived more impact of AEL products and services. (Contains 12 references and 12 tables.) (RT)

ED 463 571 EA 031 570

"Making Middle Grades Matter": A Planning Guide for School Improvement.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Educational Improvement; *Middle Schools; National Standards; Planning; Program Guides; Teaching Guides
IDENTIFIERS- *Southern Regional Education Board

Middle-grade students in the Southern Regional Education Board (SREB) states trail their counterparts nationally, and increasing numbers of students are unprepared to do high-quality work in high school. In response to this situation, SREB and its member states formed a middle-grades consortium and developed a 10-point comprehensive improvement framework embodied in this guide. The guide's goal is to raise the academic achievement of all middle-grades students and to increase the percentages of students at the "basic" and "proficient" levels defined by the National Assessment of Educational Progress. Areas of emphasis include a challenging, coherent academic core curriculum delivered in ways that engage all students in learning; high expectations reinforced through quality extra help for students and professional development

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Federal Aid; *Financial Support; Government Publications; Money Management; School Funds; School Support

This report attempts to provide a comprehensive picture of total federal financial support for education since fiscal year 1980. Federal support for education, excluding estimated federal tax expenditures, was an estimated $128.1 billion in fiscal year 2001, an increase of $65.3 billion since fiscal year 1990. The report divides federal education funding into three categories: (1) on-budget funding for federal programs, generally set through congressional appropriations; (2) off-budget support and nonfederal funds, which are federal monies excluded from the budget by law; and (3) nonfederal funds generated by federal programs, resulting from federal loan guarantees and interest subsidies to support loan capital raised through various private and public sources. Fiscal year 2001 highlights include the following observations: On-budget federal funds for education programs were estimated at $92.8 billion--an increase of 80 percent since FY 1980 in current dollars; a little over 60 percent of federal education support went to educational institutions; and schools and colleges derived 11 percent of their revenues from the federal government, with remaining revenues coming from state and local governments, individuals, and private organizations. Definitions of financial terms are provided. Seven appendices detail federal financial support, federal tax expenditures, and on-budget funds for education for FY 1965 to 2001. (Contains 18 tables and 3 figures.) (RT)

ED 463 592 EA 031 620

Jacques, Charles; Brorsen, B. Wade
Relationship between School District Expenditures in Various Categories and Student Performance.
PUB DATE- 02
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Expenditures; *Money Management; *Outcomes of Education; *School District Spending; Statistical Surveys

The effect of school expenditures on student performance has been a subject of much study and controversy. This paper provides additional empirical evidence about the effects of various categories of school spending on student performance. An educational production function is estimated using achievement test scores to proxy school output, with socioeconomic characteristics and expenditures in various categories as inputs. The data are school-district-level expenditures from Oklahoma. Unlike most past research, a correction is made for heteroskedasticity created by differences in school district size. The correction for heteroskedasticity leads to statistical tests with greater power. Test scores were positively related to expenditures on instruction and instructional support, and are negatively related to expenditures on student support, such as counseling and school administration. The negative effect of counseling and administration could be due to counselors taking up classroom time or administrators using classroom time with announcements or assemblies. Alternatively, the causality could go the other way. It could be that schools with problems hire more

(051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Accommodations (Disabilities); Academic Standards; Curriculum; *Disabilities; Geometric Concepts; *Geometry; Graphs; Inclusive Schools; Instructional Materials; Mathematics Instruction; Measurement; *Measurement Techniques; Secondary Education; *Secondary School Mathematics; State Curriculum Guides; *Statistics; Teaching Guides; *Teaching Methods; Textbooks
IDENTIFIERS- *Florida

This teacher's guide and student guide are designed to accompany a mathematics textbook that contains supplemental readings, activities, and methods adapted for secondary students who have disabilities and other students with diverse learning needs. The materials are designed to help these students succeed in regular education content courses and include simplified text and smaller units of study. The curriculum correlates to Florida's Sunshine State Standards and is divided into the following 5 units of study: (1) number sense, concepts, and operations; (2) measurement and scale drawings; (3) geometry; (4) creating and interpreting patterns and relationships, including creating and interpreting tables, identifying and plotting pairs, using concepts about numbers, and using and writing algebraic expressions; and (5) probability and statistics, including experimental and theoretical probability, mean, mode, median, and range, graphing data, collecting, organizing and displaying data, circle graphs, stem-and-leaf plotting, and solving problems involving statistics and probability. For each unit, the teachers guide includes a general description of the unit's content and the unit's focus, provides suggestions for enrichment, and contains an assessment to measure student performance. Appendices in the teacher's guide describe instructional strategies, list enrichment suggestions, contain suggestions for specific strategies to facilitate inclusion, and contain a chart describing standards and benchmarks. The student guide contains vocabulary lists, explanation of content, and practice exercises designed to evaluate comprehension. (Contains 11 references.) (CR)

ED 463 612   EC 308 908

Walford, Sylvia B.; Thomas, Portia R.
Consumer Mathematics. Teacher's Guide and Student Guide . Parallel Alternative Strategies for Students (PASS).
PUB DATE- 99
NOTE- 384p.; Course no. 1205370. Teacher's guide reprint 1999, originally published in 1995. Student guide reprint 2001, originally published in 1995. Part of the Curriculum Improvement Project funded under the Individuals with Disabilities Education Act (IDEA), Part B.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Accommodations (Disabilities); Academic Standards; *Consumer Education; Curriculum; *Daily Living Skills; *Disabilities; Economics Education; Inclusive Schools; Instructional Materials; Insurance; Mathematics Instruction; *Money Management; Purchasing; Retirement; Secondary Education; *Secondary School Mathematics; State Curriculum Guides; Teaching Guides; *Teaching Methods; Textbooks
IDENTIFIERS- *Florida

after a typical small New England village; (2) "Lessons Learned," explaining why concrete masonry can be the material of choice for educational facilities; and (3) "CM Profiles: A High Performance School in Panther Country," discussing a concrete masonry school in Texas exhibiting best practices in school design and construction. The issue's regular departments "Around the Block" and "Detail of the Month," discuss Utah prototype schools and energy-efficient school designs for new construction. (EV)

ED 463 632 EF 006 056

Educational Specifications for Renovations and New Construction for the Madison Public Schools.
PUB DATE- 97
NOTE- 120p.; Prepared for Connecticut State Department of Education, School Facilities Unit.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Building Design; *Design Requirements; *Educational Facilities Design; Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; Facility Requirements; Public Schools; School Buildings; School Construction

The educational specifications included in this document were prepared by the Madison, Connecticut public schools for Connecticut's State Department of Education School Facilities Unit. The result of a school facilities study, the specifications were prepared to serve two purposes: first, to fulfill state requirements regarding reimbursement for school building projects, and second, to allow board members and educators a method of describing the district's educational activities and their implications for necessary facilities and learning spaces. In short, the document provides guidelines to design professionals charged with renovating or constructing school facilities. The document's sections address in detail: the school facility study, enrollment projections and design capacity, school organization, the project overview, educational programming in school facilities, instructional program facility requirements, support facilities, internal traffic and circulation, systems, environment, community uses, and site development. (EV)

ED 463 633 EF 006 061

Educational Specifications for Champlain Valley Union High School District #15.
PUB DATE- 01
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Building Design; *Design Requirements; Educational Facilities Design; *Educational Facilities Improvement; Educational Facilities Planning; High Schools; School Buildings
IDENTIFIERS- Vermont

The specifications outlined in this document provide a basis for addressing facilities needs at Champlain Valley Union High School in Hinesburg, Vermont. An introduction describes the school's current facilities and need for improvement and discusses the educational program to be housed, the school's

Classroom situations) (055)
DESCRIPTORS- Diversity (Student); Elementary Education; *English (Second Language); Integrated Curriculum; Language Minorities; Listening Skills; *Mainstreaming; Reading Skills; Second Language Instruction; Second Language Learning; Writing Skills
IDENTIFIERS- *Content Area Teaching; Scaffolding

This book explains that mainstream elementary classroom teachers with little or no English-as-a-Second-Language training can meet the needs of linguistically diverse students by integrating the teaching of English with the content areas of the regular curriculum. It begins with a strong theoretical underpinning for this practice, drawing on a functional model of language, sociocultural theories of learning, and current research on second language development. It demonstrates the ways in which content areas provide a context for teaching English skills, from speaking and listening to reading and writing. This integration is illustrated with a wide range of teaching and learning activities across the curriculum, supplemented with programming and assessment formats and checklists. Seven chapters focus on (1) "Scaffolding Language and Learning"; (2) "Classroom Talk: Creating Contexts for Language Learning"; (3) "From Speaking to Writing in the Content Classroom"; (4) "Writing in a Second Language across the Curriculum: An Integrated Approach"; (5) "Reading in a Second Language"; (6) "Listening: An Active and Thinking Process"; and (7) "Learning Language, Learning through Language, and Learning about Language: Developing an Integrated Curriculum." A glossary of teaching activities is included. (Contains 97 references.) (SM)

ED 463 655   FL 027 218

Tsuchida, Masato
The Learning Strategies: Helping Students Learn How To Learn.
PUB DATE- 02
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Learning Strategies; Metacognition; Second Language Instruction; Social Cognition
IDENTIFIERS- *Japan

This paper discusses how language teachers can teach students how to learn using several approaches to learning strategies. The first section describes current English language teaching in Japan. The second section discusses the theoretical background of learning strategies, looking at cognitive learning models, which emphasize learner's mental processes, and social-cognitive models, which investigate the roles of interaction between individuals and group processes in learning. The third section illustrates the learning strategies in the metacognitive model of strategic learning, focusing on the planning process, monitoring process, problem solving process, evaluating process, and strategies for memorization. The fourth section highlights practical suggestions for classroom application, looking at the selection of learning strategies, instructional framework, learning styles, and choice of instructional language. The fifth section presents a lesson plan for a high school student's first day of school. The paper concludes that once teachers succeed in teaching students to appreciate the effectiveness of strategies, students will be

(Second Language); Error Correction; Foreign Countries; *Revision (Written Composition); Student Attitudes; Teaching Methods; *Writing Skills
IDENTIFIERS- Scotland

This study examined the changes adult English as a Second Language learners made to a text when writing collaboratively, how learners initiated change, what reasons learners gave for changes they made when writing collaboratively, and the effectiveness of Lotus ScreenCam for researching collaborative computer based writing tasks. Analysis of data from ScreenCam recording of each groups' work and from simultaneous audiotape recordings indicated that in a well-designed collaborative writing activity, learners talked spontaneously about language. The talk and its written product were captured effectively. In the joint composition phase, which most closely resembled the tasks in other studies, learners produced 21 language related episodes (LREs) in 10 minutes, which was fewer than the results from other studies. However, in the sequencing phase, there were 46 LREs in 25 minutes. Learners were able to identify and correct 50 percent of errors without teacher intervention. The largest number of changes to the text involved discourse. Most changes were initiated directly with little comment and without challenge. In 53 percent of the cases, learners provided justification for changes they made to the text. Lotus ScreenCam was effective for this kind of research. (Contains 18 references.) (SM)

ED 463 675   FL 027 239

Howell, Peter
Strategy and Style in English and French Translations of Japanese Comic Books.
PUB DATE- 01
NOTE- 12p.; For complete journal issue, see FL 027 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comics (Publications); Cultural Differences; *Cultural Influences; French; Japanese; *Translation

This article explores translation strategies in English and French versions of Japanese comic books, comparing English and French dialogue text regarding local color, atmospherics, and characterization. Section 1 describes Japanese comic books. Section 2 examines translation strategies. Sections 3 and 4 discuss local color and character locus (translation of culture-specific items and of non-standard dialect and foreigner talk). Section 5 discusses the translation of register (situations of language use). Section 6 highlights comic book character role (the soldier, schoolgirl, and vamp). Section 7 discusses atmospherics (jargonization). Section 8 concludes that American translators used naturalizing strategies, both culturally (name changes and insertion of references to American culture) and linguistically (stereotypical use of dialects and use of heavily marked register). Strategies used in the French versions are less naturalizing than those used in the American versions. Culturally, they are more foreignizing in conserving names and culture-specific items. Linguistically, in some translations, transfers and calques from the English version are used, and as a result, the dialogue reads like a translation, but not from the Japanese original. Other French translations reveal linguistic neutralization with regard to dialect and register. This results in a destylization that

DESCRIPTORS- *College Faculty; *Governing Boards; Higher Education; *Teacher Role; Teaching (Occupation); *Trustees

This issue is intended to help trustees understand how their boards can monitor the complex responsibilities of today's faculty and encourage work arrangements that best tap faculty expertise, improve the professoriate's professional development, and advance the institution's academic mission. Trustees must consider the modern academic landscape, and the first step is to gain a better understanding of the actual responsibilities of faculty today. In addition to responsibilities for teaching, faculty also have responsibilities for research and service. Among the important vital issues trustees and faculty alike must confront are the importance of university context, issues of faculty workload and recognition, the nature of academic inquiry itself, and the issues related to part-time faculty. Trustees must ensure that the institutions they steward identify essential faculty responsibilities and activities, articulate clear expectations, provide faculty development activities, assess progress toward goals, and recognize and reward contributions made by faculty members. (SLD)

ED 463 699 HE 034 818

MacFarland, Thomas W.
Graduates of Nova Southeastern University's Undergraduate Programs Tell Us What They Think about Their University Experience.
PUB DATE- 96
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes; *College Graduates; *Computer Literacy; *Educational Experience; Graduate Surveys; Higher Education; *Satisfaction; Training
IDENTIFIERS- *Nova Southeastern University FL

A survey of graduates of Nova Southeastern University was conducted to find out what they thought about their university experience and what they thought about their training in and use of computers at college. To take advantage of the survey process, graduates were also asked to offer information on demographics and career patterns. The study was restricted to students graduating between July 1, 1990, and June 30, 1995. Surveys were returned by 229 of the 1,070 graduates who had the opportunity to respond to the survey, a response rate of 21.4%. This sample was deemed representative of the sample population. Student responses supported the conclusion that graduates are, overall, very pleased with the impact of the University on their career and major. The effectiveness of the University's undergraduate programs generally received high ratings, and nearly 85% of all respondents agreed that they would recommend the University to others. Statements related to basic competence in computer use received lower ratings. Graduates gave the highest ratings to word processing skills and the lowest for use of the Internet. Recommendations based on survey responses include the necessity of incorporating demographic characteristics and career outcomes into marketing and recruitment literature, attention to center-specific curricular areas, improvement in student services, and the need for the infusion of computing and technology into the curriculum. An appendix contains a memorandum describing the survey. (Contains 27 tables.) (SLD)

(David L. Fender); "Copyright: Fair Use or Foul Play (Karen Thoms and Susan Motin); and "Electronic Portfolios for Faculty Development" (Marilyn Heath and Steve Cockerham). (MES)

ED 463 720 IR 021 139

Thoms, Karen Jarrett
They're Not Just Big Kids: Motivating Adult Learners.
PUB DATE- 01
NOTE- 11p.; In: Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, TN, April 8-10, 2001); see IR 021 138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; *Adult Students; Andragogy; Instruction; *Instructional Design; *Instructional Development; Instructional Effectiveness; Learner Controlled Instruction; Student Characteristics; *Student Motivation; Teacher Characteristics; Teaching Methods

This paper discusses motivation of adult learners. The first section discusses the adult learner, including the concepts of andragogy and pedagogy, as well as student-centered learning. The second section summarizes changing student demographics and predictions. The third section presents principles of adult learning. The fourth section covers characteristics of adult learners, including the following implications for developing effective training programs based on an understanding of adult learning: learning is not its own reward; adult learning is integrative; value adjustment; control; practices must be meaningful; and self-pacing. The fifth section suggests strategies to help motivate adult learners, including: put materials into bite-size chunks; use the whole-part-whole concept; make the material relevant; explain the relevance of assignments; provide documentation; let students work in groups; add options and flexibility in assignments; create a climate of exploration; keep requirements in perspective to the amount of time for the course; make certain the student is equipped with enough knowledge to complete the assignment; and bend the rules if necessary and appropriate. The sixth section addresses characteristics/skills of a motivating instructor in four categories, i.e., offering expertise, having empathy, showing enthusiasm, and demonstrating clarity. (Contains 15 references.) (MES)

ED 463 721 IR 021 140

Curry, D. Bruce
Collaborative, Connected, and Experiential Learning: Reflections of an Online Learner.
PUB DATE- 01
NOTE- 9p.; In: Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, TN, April 8-10, 2001); see IR 021 138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Cooperative Learning; Experiential Learning; Higher Education; Instructional Design; *Instructional Development; Student

participants; author biography; brief description of the Aspen Institute Communications and Society Program; and previous publications from the Aspen Institute Forum on Diversity and the Media. (AEF)

ED 463 742 IR 021 164

CNN Newsroom Classroom Guides, March 2002.
PUB DATE- 02
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Group Discussion; Programming (Broadcast); *Social Studies; *World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of March 2002, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Lead stories include: the U.S. expands the War on Terrorism into the Republic of Georgia and the Philippines (March 1); American military action in Afghanistan intensifies and the U.S. enhances its humanitarian assistance to Afghanistan, eight U.S. servicemen die in Operation Anaconda, Egypt's President Mubarak seeks to revive peace talks in the Middle East, Zimbabwe's president changes his country's election rules, and report on Operation Anaconda (March 4-8); Operation Anaconda continues 6 months after the attacks of September 11, President Bush commemorates 6 months since the attacks of September 11, Vice President Cheney begins his tour of the Middle East, the U.N. Security Council votes to endorse a Palestinian state, and Anthony Zinni's mission in the Mideast is "a tall order" (March 11-15); Israeli-Palestinian violence overshadows Vice President Cheney's Mideast tour, Israel agrees to withdraw troops from Palestinian occupied areas, the Bush Administration changes its stance on the Mideast conflict, a global effort to stamp out poverty gets underway in Mexico, and President Bush leaves for meetings with Latin American leaders (March 18-22); President Bush wraps up his meetings with Latin American leaders, Halle Berry and Denzel Washington make Oscar history, thousands are feared dead as a result of an earthquake in Afghanistan, the Arab League Summit gets off to a rocky start, and Arab leaders adopt the Saudi peace plan (March 25-29). (AEF)

ED 463 743 IR 021 165

Dickard, Norris, Ed.
Great Expectations: Leveraging America's Investment in Educational Technology. The E-Rate at Five, Enhancing Policymaking and New Evaluation Models.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 02
NOTE- 62p.; For a related toolkit, see IR 021 166.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Access to Computers; *Computer Uses in Education; *Educational Finance; *Educational Policy; Educational Resources; *Educational Technology; Elementary Secondary

services: World Wide Web course development; custom Web programming; instructional development; digital imaging and graphics; video production; instructional evaluation; instructional technology; distance learning classroom and instructional development support; and other instructional support services or expertise. A total of 58 of 121 ARL member libraries responded to the survey. A copy of the questionnaire with tabulated results is presented. Representative documents include organization charts, service request and registration forms, library-based service descriptions, collaborative program descriptions, job descriptions, and service evaluation. Selected resources, including books, journal articles, and World Wide Web sites are listed. (Contains 21 references.) (MES)

ED 463 761   IR 058 437

Ragsdale, Kate, Comp.
Staffing the Library Website. SPEC Kit.
PUB DATE- 01
NOTE- 122p.; Each SPEC Kit contains an executive summary of the survey results (previously printed as the SPEC Flyer). Published six times per year.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Computer Uses in Education; *Electronic Libraries; Foreign Countries; Higher Education; Library Associations; *Library Personnel; *Library Services; Library Surveys; Questionnaires; Research Libraries; *World Wide Web
IDENTIFIERS- Association of Research Libraries; Canada; United States; *Web Site Design; *Web Sites

This SPEC (Systems and Procedures Exchange Center) Kit presents the results of a survey of Association of Research Libraries (ARL) member libraries designed to gather information about who has responsibility for the development, management, and maintenance of library World Wide Web sites and to determine which combination of human resources works best. A total of 62 of 122 ARL member libraries responded to the survey. A copy of the questionnaire with tabulated results is presented. Representative documents include: Webmaster responsibilities from the University of Alberta, Colorado State University, University of Kentucky, University of Minnesota, and Texas A&M University; Web team/committee responsibilities from Brown University (Rhode Island), Massachusetts Institute of Technology, University of North Carolina, Purdue University (Indiana), and University of Waterloo (Ontario); distributed responsibilities from Boston College (Massachusetts), University of California-Irvine, Colorado State University, and University of Georgia; Website design guidelines from Boston College, Brown University, Cornell University (New York), University of Florida, Indiana University, University of Manitoba, University of North Carolina, Ohio State University, and University of Western Ontario; user surveys from University of California-Irvine, McMaster University (Ontario), University of Minnesota, and Purdue University, and other evaluations from University of California-Irvine, University of Guelph (Ontario), and Massachusetts Institute of Technology. (Contains 19 references.) (MES)

ED 463 762   IR 058 438

provide. The report suggests that workers need to be trained for more than a job--they must gain the skills that enable them to build a career. Career ladders are long-term career progression pathways that help people advance, particularly in high-wage, high-growth careers. Creating a career-ladder system will require new kinds of partnerships among employers, workforce development agencies, community colleges, and community organizations. The report argues for creating a single, unified system that reflects California's new economy. (NB)

ED 463 782   JC 020 287

Community College and K-12 Partnerships.
PUB DATE- 01
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Curriculum Development; *Educational Technology; Elementary Secondary Education; *Institutional Cooperation; Instructional Improvement; *Partnerships in Education; Teacher Education; *Teaching Methods; *Technology Integration; Technology Planning; Two Year Colleges
IDENTIFIERS- *Carl Sandburg College IL

This report describes the partnership between Carl Sandburg (Community) College (CSC) district and local K-12 schools in Galesburg, Illinois. Because 33% of students graduating from these K-12 schools enroll at CSC, the college considers institutional collaboration important in preparing future students and serving the community. CSC established the Sandburg Educational Network (SEN) to help develop technology infrastructures at K-12 institutions. Technology is presented as a useful tool for teaching and creating a student-centered learning environment. SEN consists of various programs such as the Sandburg Teaching/Learning Initiative, which offers workshops to teachers to show them how to incorporate technology into their classrooms. Here, teachers are exposed to practical applications of technology that promote active student learning. Workshop participants have responded positively, and more than 50% of the teachers in attendance reported continued use and incorporation of technology in their classrooms. From this initiative, additional services have been proposed, which include the Sandburg Hosting Services, Sandburg Connection, and Sandburg e-XPRESS, which function to support the schools' administrative software, offer distance-learning classes to qualified high school students, and establish learning centers within K-12 schools, respectively. Appended is a PowerPoint presentation. (JCC)

ED 463 783   JC 020 290

Palo Verde College Facts, 2001.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Community Colleges; *Educational Assessment; *Educational Objectives; *Enrollment; *Outcomes of Education; *Student Characteristics; Two Year Colleges; Withdrawal (Education)

the privileged segments of society there. In addition, there is limited availability of technical education in these universities. Latin America's extant postsecondary technical training institutions' links with industry and business for curriculum development and technical assistance provision are weak or absent. In addition, there is little flexibility in program design and delivery, general education is not offered alongside technical training, and there is no possibility of transferring credits earned to a university program. The public sector in Latin America, according to the paper, lacks the flexibility it needs to replicate the United States community college. This author suggests that in Latin America, the private sector should take the responsibility of investing in the development of a form of community college. Though it would seem natural for the public sector to take charge of community college development, in the present climate it would need subsidies from the private sector as well. (NB)

ED 463 803 JC 020 319

QUEST: An Integrated Approach for Institutional Planning, Assessment and Quality Improvement.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Accreditation (Institutions); *College Outcomes Assessment; College Role; Community Colleges; *Educational Assessment; *Educational Objectives; *Program Evaluation; Strategic Planning; Two Year Colleges
IDENTIFIERS- *Pensacola Junior College FL

This is a report on the Qualitative Use of Evaluative Systems and Techniques (QUEST) program used by Pensacola Junior College (PJC) (Florida) to assess, integrate, and improve institutional effectiveness. The program focuses on 12 major institutional functions: strategic planning, academic programming, facilities planning, college operations, budgeting, special activities, institutional effectiveness, institutional accountability, institutional research, management information systems, college archives, and accreditation. The QUEST model describes what is essential to the total planning and assessment process: planning, doing, and assessing, with a feedback loop to improve each facet of the process. The college determines institutional effectiveness by three separate but interrelated major processes: (1) frequent assessment of the PJC strategic plan; (2) annual reporting of the status of the local PJC institutional effectiveness plan; and (3) annual reporting to the state concerning the PJC accountability plan. A full cycle of planning and evaluation is accomplished in each decade, which mostly coincides with the normal Southern Association of Colleges and Schools reaffirmation process. This report provides operational plans, information on archives, and several charts illustrating the evaluation process at PJC. (MKF)

ED 463 804 JC 020 320

McHewitt, Earl R.; Taylor, Garry
Perkins Core Performance Measures Results and Targets, 2000-2001.
PUB DATE- 02
NOTE- 14p.; For the 1999-2000 report, see ED 452 932.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

several years, and the KMCC subsidized the operating expenses of its Foundation, totaling over $550,000 in the two years ending June 2000. This paper includes audit findings, the auditor's recommendations concerning specific findings, and the auditee's response to the findings and recommendations. (NB)

ED 463 823 JC 020 339

Andrews, Hans A.
The Dual-Credit Phenomenon! Challenging Secondary School Students across 50 States.
PUB DATE- 01
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Bound Students; *College Credits; Community Colleges; *Cooperative Programs; *Dual Enrollment; High School Seniors; *High School Students; High Schools; Institutional Cooperation; *Outcomes of Education; *Student Educational Objectives; Two Year College Students; Two Year Colleges

This monograph argues that many high school students consider their senior year a waste of time. One remedy to this problem is dual enrollment, which allows high school students to enroll in college credit classes and receive credit for both college and secondary school requirements. Benefits of dual enrollment include: acceleration of progress for students; reduced tuition costs for students and parents; relief of high school boredom; and facilitated student recruitment. The book outlines the programs that are in existence or in development across the United States. Statistics from some of the studies that have been done in the area are offered. Research findings include the following: respondents to a follow-up survey of former dual-enrollment students in the Southside Virginia Community College (SVCC) Project Advance program reported that 94% of their dual-enrollment credits transferred. The State of Washington estimated a savings of $37 million during the 1999-2000 school year due to its Running Start program. The University of Washington reported that its Running Start students graduated with a GPA of 3.4, compared with a GPA of 3.1 among regular entering freshmen. The book stresses the need for further research in the area. (Contains 80 references. Survey instrument is appended.) (NB)

ED 463 824 JC 020 340

Bailey, Thomas; Badway, Norena; Gumport, Patricia J.
For-Profit Higher Education and Community Colleges.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; *Community Colleges; Comparative Analysis; *Competition; Free Enterprise System; Marketing; *Outcomes of Education; Private Colleges; Private Education; *Private Sector; *Privatization; Program Budgeting; Technical Education; Two Year Colleges

This report addresses contemporary concerns about the competitive threat from for-profit educational institutions, contrasts

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.; Office of Vocational and Adult Education (ED), Washington, DC.; Office of Compensatory Education (ED), Washington, DC. Even Start Program.
PUB DATE- 01
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Educational Quality; English (Second Language); *Family Literacy; *Literacy Education; Parent Education; *Partnerships in Education; Preschool Education; *State Programs; Theory Practice Relationship
IDENTIFIERS- Even Start; Program Quality Review; Project Head Start

The National Forum on Family Literacy was convened to encourage and facilitate collaboration among programs at the state level to improve the quality of family literacy services. This forum provided an opportunity for state-level representatives of Head Start, Even Start, Even Start Statewide Family Literacy Initiatives, and Adult Education to share common priorities, identify promising strategies and practices, and develop approaches to sharing resources and services. These proceedings capture the "sense" of presentations from the 2001 meeting. Presentation topics range from creating successful collaborations to implementing the latest findings from research. Included are states' experiences in establishing collaborations and building a family literacy infrastructure. Researchers' presentations of implications of their findings on collaboration and on adult education, early childhood education, parent education, and English Speakers of Other Languages are also summarized. The appendix includes shared information from participants on vision statements and reflections, biographies of presenters, the federal statutory definition of family literacy services, a list of general resources, and a list of attendees, with contact information. (KB)

ED 463 842 PS 030 252

Maine KIDS COUNT 2002 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 02
NOTE- 21p.; For 2001 Data Book, see ED 451 916. Funding also provided by the Anthem Health Plans of Maine, Inc., Fleet, Verizon, and the Libra Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Advocacy; Child Health; Child Welfare; *Children; *Counties; Demography; Disabilities; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Family Environment; Family Violence; Health Insurance; Infant Mortality; Infants; Lunch Programs; Mental Health; Mortality Rate; Poverty; Prenatal Care; *Social Indicators; State Surveys; Statistical Surveys; Suicide; Tables (Data); *Trend Analysis; Unemployment; Violence; Welfare Recipients; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Child Mortality; *Indicators; *Maine; School Lunch Program

This KIDS COUNT data book details statewide trends in the well-each principle includes a summary of research findings and a description of the implications for teaching that follow from them. The principles relate to: (1) the curriculum of the home; (2) the parent-child relationship; (3) the routine of family life; (4) family expectations and supervision; (5) homework; (6) school-home communication; (7) parental involvement; (8) parent education; (9) family-school relationships; and (10) families and communities. (Contains 46 references.) (KB)

ED 463 859 PS 030 274

Stevens, Luc; van Werkhoven, Wim; Castelijns, Jos
The Attunement Strategy: Reclaiming Children's Motivation by Responsive Instruction. Innodata Monographs.
PUB DATE- 01
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Agents; *Change Strategies; *Elementary Education; Foreign Countries; Models; Pilot Projects; Primary Education; Program Effectiveness; *Scaffolding (Teaching Technique); Special Education; *Student Motivation; Student Role; Teacher Role; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Netherlands

This monograph describes the attunement strategy devised by educational researchers in the Netherlands as a means of engaging students' interest and building their understanding during classroom activities. The strategy, based on a cognitive-motivational model for development and learning, was developed to address the problem of students who are unwilling or unable to focus on specific tasks, who lack motivation, and who disrupt other students and teachers. The attunement strategy sees the teacher engaging the pupil in a one-to-one interaction, attempting to look at the task from the pupil's perspective, and providing the pupil with the scaffold needed for learning and development, concentration, and learning in the classroom. This monograph explains the theoretical basis of the attunement strategy and reports on its use in a variety of settings in the Netherlands, England, and Germany: specialized treatment institutes, special education schools, and regular primary education schools. Four programs were designed for school advisers, teachers in teacher-training colleges for primary education, teams of primary schools, and a specific program for teachers of 5- to 6-year-olds. Analysis of the pilot initiative in primary schools in the Netherlands showed a positive response by both pupils and teachers. (Contains 52 references.) (KB)

ED 463 860 PS 030 275

Transition to Kindergarten. NCEDL Spotlights.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.; Based on a policy brief written by Robert Pianta and Martha Cox.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; *Educational Policy;

Early Child Development in Latin America and the Caribbean: List of Projects with World Bank Support.
PUB DATE- 99
NOTE- 66p.; Ongoing project lending data was provided by Nandita Tannan (HDNVP).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Child Health; Developmental Programs; Educational Finance; *Financial Support; Foreign Countries; Nutrition Instruction; Organizations (Groups); *Preschool Education; Program Descriptions; *Young Children
IDENTIFIERS- Caribbean; Latin America; *World Bank

In recent years the World Bank, currently the largest single funding source for education and health programs in the world, has put new emphasis on reaching children in the years before they enter school. Despite the acknowledged benefits to be gained from investing in education, schooling in Latin America has failed to keep pace with the population and economic development. This directory lists 19 joint Latin America-World Bank projects, both freestanding programs and components of larger projects, targeted to preschool-aged children. The directory lists new projects recently approved as well as updates on projects already in operation. Projects are listed in alphabetical order by country. Each project description includes the project's overall objectives, basic data (dates, cost, region, target population, participating agencies, project manager), policy context, interim goals and strategies to obtain them, and expected and documented benefits. Additional program information is highlighted throughout the book for programs in Chile, El Salvador, Mexico, Trinidad and Tobago, and Venezuela. (KB)

ED 463 879 PS 030 298

Chavis, Karen, Ed.
New York State Touchstones/KIDS COUNT 2002 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 02
NOTE- 248p.; For 2000 Data Book, see ED 450 918.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accidents; Adolescents; Alcohol Abuse; Asthma; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Safety; Child Welfare; *Children; *Counties; Demography; Drinking; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; English Instruction; Foster Care; Higher Education; Hospitalized Children; Incidence; Infant Mortality; Infants; Lead Poisoning; Mathematics Achievement; Mortality Rate; Poverty; Prenatal Care; Reading Achievement; Self Injurious Behavior; *Social Indicators; State Surveys; Statistical Surveys; Student Educational Objectives; Substance Abuse; Tables (Data); *Trend Analysis; Unemployment; Violenc Arrests; Child Mortality; *Indicators; *New York; New York (New York); Sexually Transmitted Diseases
IDENTIFIERS- Arrests; Child Mortality; *Indicators; *New York; New York (New York); Sexually Transmitted Diseases

This KIDS COUNT data book examines trends in the well-being of organizations are developing the use of other languages. One such organization, the Kamanakao Association, is working to revive Shiyeyi, the language and culture of the Wayeyi people of northwestern and north central Botswana, the third-largest tribe in the country. To accomplish this goal, the association is implementing activities in language and literacy development, cultural development, and training in translation, cultural studies, and development of literacy materials. The association has found great support among the Wayeyi people for learning Shiyeyi, especially because most of them do not read or write the language. By February 1998, the association had completed the orthography; produced a small hymn booklet and a booklet with stories, songs and poems; and conducted three training and research workshops. Ongoing projects include grammatical descriptions, development of a dictionary, and literacy classes for youth. Future projects will include rural literacy classes; a grammar booklet; a Jesus film; and training workshops in literacy material development. (Author/KC)

ED 463 395   CE 081 292

Scholes, Julie; Endacott, Ruth; Chellel, Annie
Diversity and Complexity: A Documentary Analysis of Critical Care Nursing Education. Researching Professional Education Research Report Series.
PUB DATE- 99
NOTE- 142p.; Includes "Documentary Analysis and Literature Review of Critical Care Nursing Education. Research Highlights 35."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Clinical Teaching (Health Professions); Competence; Competency Based Education; Core Curriculum; *Curriculum; Education Work Relationship; *Educational Needs; Educational Practices; Educational Research; Educational Trends; Employment Qualifications; Foreign Countries; Higher Education; Job Skills; Literature Reviews; Local Issues; Needs Assessment; *Nurses; *Nursing Education; Professional Education; Skill Development; State of the Art Reviews; Trend Analysis
IDENTIFIERS- *England; *Intensive Care Nursing

The knowledge and skills needed by critical care nurses and the content and strategies of England's existing critical care nursing education programs were examined to identify core competencies that could provide a central foundation for and promote national comparability of critical care nursing programs throughout England. The study included a comprehensive literature review, an analysis of curriculum documents from 105 English National Board-approved critical care nursing courses offered at 30 institutions, telephone interviews with 84 program leaders, and a telephone survey of 81 clinical managers. The analysis was complicated by the fact that each curriculum document was written differently. Neither was any consistent pattern in the configuration and weighting of core, specialist, or cluster modules identifiable. A general drift away from formal curriculum models to modular frameworks was observed. Two distinct approaches to the generation of practice outcomes were evident, predetermined outcomes set by the curriculum development team and student-determined outcomes. Ensuring that programs are responsive to local needs emerged as a key factor in the changing provision of critical care courses; however, a tension between being responsive to local needs and trying to establishing a "gold standard" or comparability of courses was sometimes evident. (Contains 46

Media; *Educational Policy; Educational Practices; Educational Research; Educational Technology; Elementary Secondary Education; Family Literacy; Foreign Countries; Health Promotion; Homeless People; Instructional Materials; *Literacy Education; Mass Media; Numeracy; Politics of Education; Program Development; Racial Differences; Reading Instruction; Rural Education; School Community Relationship; Socioeconomic Status; Student Developed Materials; Trend Analysis; *Workplace Literacy
IDENTIFIERS- Australia; *Quebec; United Kingdom; United States

This volume presents articles and information to support and improve literacy practices in schools, the community, and the workplace. Selected article titles are as follows: "Reaching Learners Where They Are" (Linda Shohet); "The Learners' Wall: Experiences in the Health Care System"; "In-Sites: A Study in Workforce Literacy: Some Preliminary Findings" (Judy Hunter, Sue Folinsbee); "Adult Literacy and Television: Has a Familiar Tool Been Overlooked?"; "Adult Literacy and Television: Some Thoughts" (David Hargreaves); "Using Television/Video for Adult Learning" (Europe Singh); "Repurposing at the Grassroots: Learning Numbers from 'Hockey Night in Canada'" (Mona Arsenault); "The Politics of Literacy Policy" (Linda Shohet); "The Bagel Effect: Power and Control Moving from the Centre"; "An Empathetic Empiricist, a Sensitive Statistician: An Interview with Sir Claus Moser"; "Assembling the Fragments: A Review of Research on Adult Basic Skills" (Greg Brooks, Kerry Giles, John Harman, Sally Kendall, Felicity Rees, Sara Whittaker); and "Women and Literacy: Issues of Race, Class, and Culture." Other items included are as follows: an annotated bibliography; profiles of noteworthy materials and activities used in literacy classrooms; a special insert on literacy and the homeless that reports on selected literacy initiatives for homeless people and includes samples of poetry and prose written by homeless individuals; reviews of publications about and for use in literacy instruction; and announcements of upcoming conferences and other events relevant to literacy practitioners. (MN)

ED 463 411 CE 082 946

Kerka, Sandra
Effective Advisory Committees. In Brief: Fast Facts for Policy and Practice.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Advisory Committees; Curriculum Development; Educational Assessment; *Educational Planning; Governing Boards; Group Dynamics; Planning; Policy Formation; Postsecondary Education; Program Effectiveness; Program Evaluation; Relationship; Responsibility; *Role; Secondary Education; Status; *Vocational Education
IDENTIFIERS- Career and Technical Education

In career and technical education (CTE), advisory committees are groups of employers and community representatives who advise educators on the design, development, operation, evaluation, and revision of CTE programs. These committees may oversee an entire program or institution, provide input to a specific department or technical area, or advise an entire school district or state system. Advisory committees often have responsibilities in the areas of curriculum and instruction, "social coalition" approaches to policy; and the notion of "mutual obligation" in social welfare policies. Next, a case study of the effects of policy changes on the long-term unemployed was discussed. The findings of the study, which involved interviews with 23 people (including 15 long-term unemployed individuals who had been or were currently enrolled in adult literacy courses) were shown to support the following conclusions: (1) to be successful, welfare policy related to unemployed persons must address both human and social capital elements; (2) although the skills associated with human capital are important in accessing and controlling the kinds of social factors that come with globalization, they are not enough to prepare individuals to cope with the knowledge explosion accompanying globalization; and (3) adults requiring the "second chance" learning provided in adult literacy and communication education need help in developing the networks, social norms, and trust that is included in the concept of building social capital. (Contains 29 references.) (MN)

ED 463 428   CE 083 027

Atkinson, Robert D.
Modernizing Unemployment Insurance for the New Economy and the New Social Policy. Policy Report.
PUB DATE- 02
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Delivery Systems; *Economic Change; *Employment Patterns; *Employment Practices; Employment Problems; Job Layoff; Job Training; Labor Market; Modernization; Needs Assessment; Part Time Employment; *Policy Formation; Position Papers; *Public Policy; State Federal Aid; Systems Approach; Taxes; Trend Analysis; *Unemployment Insurance; Working Poor

The recession has fueled calls in Congress to extend and expand unemployment insurance (UI) benefits. Although UI expansion is needed in the short run, the program is also in need of more fundamental and permanent reform to transform it from an industrial era program to one that is better suited for the New Economy. Policymakers must take the following steps now: (1) expand eligibility to include all low-wage and part-time workers who lose their jobs through no fault of their own; (2) set a limit on the practice by states of cutting UI taxes to become more "competitive" (raise the Federal Unemployment Insurance Tax rate from 0.8% to 1.1% and the wage base on which it is assessed from $7,000 to $11,000 and index it to inflation; give states more flexibility in running their UI systems; and exempt the first $2,500 of UI benefits from federal taxation); (3) make UI a trampoline rather than just a safety net by making it easier for workers collecting UI to enroll in training; (4) require states to hold employees responsible for the costs they impose on the system through layoffs; and (5) strengthen UI's anti-recession function by lowering the threshold that triggers extended benefits. (Contains 18 endnotes.) (MN)

ED 463 429   CE 083 047

Dinsdale, Julia
Community Voice: Focus Group Research with Adult Learners in Worcestershire.
PUB DATE- 01

Work

High Schools That Work (HSTW) sites have used a variety of specific approaches to implement a challenging curriculum, provide a systematic program of sustained guidance, and enable academic and career and technical education (CTE) teachers to work together in planning and delivering integrated instruction. The HSTW-recommended curriculum calls for a challenging program of study with these two components: upgraded academic core of courses and CTE major. Different HSTW sites have used different approaches to do away with general-track academic courses and expose all students to a curriculum that provides the challenging academic content traditionally taught only in college-prep courses. A frequently used approach to providing the planned, coherent sequences of CTE courses that students need for a CTE major is tech prep. The importance of sustained, systematic guidance is exemplified in one part of Kentucky's high school restructuring, a new graduation requirement the Individual Graduation Plan. Other sites offer important practices such as a guidance and advisement system; parent involvement; Career Action Plan requirement; and a mandatory semester course on career, academic, and personal strategies. Ways that academic and CTE teachers have worked together are: planning for school change, and participating in staff development; academic and CTE teachers working together to plan and deliver integrated academic and CTE instruction; and block scheduling. (Contains 13 references.) (YLB)

ED 463 446 CE 083 128

Kerka, Sandra
Learning Disabilities and Career Development. Practice Application Brief No. 20.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Career Choice; *Career Development; Colleges; Demonstration Programs; Education Work Relationship; *Employment; Goal Orientation; High Schools; Higher Education; *Learning Disabilities; Models; *Occupational Aspiration; Program Descriptions; Program Development; Self Concept; *Self Evaluation (Individuals); Self Management; Social Support Groups; *Success; Tenure
IDENTIFIERS- Fashion Institute of Technology NY

The lifelong process of career development poses special challenges for people with learning disabilities (LD). Literature on employment issues for adults with LD frames on-the-job problems in terms of individual deficits or recasts the issues as a function of the significant societal barriers faced by those who do not fit the norm. Research on high school and college students with LD shows a multifaceted career development program is needed. Many lacked clear understanding of their disability and its impact on career choices and ability to perform a job; many youth with LD had unrealistic or no career ambitions; and a large number were not actively engaged in career development and believed they had little control over career decision making. A model for career success of adults with LD is comprised of these seven factors: internal decisions (powerful desire to succeed, clear sense of goal orientation, reframing the LD experience) and external

on Career Development (26th, Ottawa, Ontario, January 24-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; Counselor Characteristics; *Counselor Role; *Counselor Training; Foreign Countries; Identification (Psychology); *Professional Development; *Self Efficacy; Theory Practice Relationship
IDENTIFIERS- Canada; *Professional Identity

Counselor development is a topic of great interest to both trainers and counselors-in-training. Several models of counselor development as presented in the literature are described. Recent research has investigated developmental factors relating to counselor identity and sense of self-efficacy from a trainee perspective. A model of five recurring themes pertaining to counselor development is proposed: Shattering Experiences, Losing (Old) Sense of Self, Transition, New Sense of Self, and Counselor Identity. Few differences exist between career counselors and personal counselors. Implications for training and practice are discussed. (Contains 16 references.) (GCP)

ED 463 464 CG 031 552

Marshall, Anne
Oops, You're Stepping on My Boundaries!
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual National Consultation on Career Development (27th, Ottawa, Ontario, January 22-24, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; *Counseling Theories; *Employer Employee Relationship; Foreign Countries; *Interpersonal Relationship; Job Application; *Work Environment
IDENTIFIERS- *Boundaries; Canada

Boundaries are limits that define us as separate from others. Although this concept is a familiar one in personal and addictions counseling, it is seldom discussed in career development or career counseling. Yet boundary issues arise constantly in working relationships, in the job-application process, among employees, and especially with supervisors and managers. This paper briefly describes the concept of boundaries and their formation, explores some typical work-related boundary issues, and provides some suggestions for setting and maintaining healthy boundaries. (GCP)

ED 463 465 CG 031 602

Coridan, Cathi; O'Connell, Cara
Meeting the Challenge: Ending Treatment Disparities for Women of Color. A Background Paper.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; National Association of State Mental Health Program Directors, Washington, DC.
PUB DATE- 01
NOTE- 26p.; Part of the Targeted Technical Assistance Project of the National Association of State Mental Health Program

PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; Adoption; Aging (Individuals); Career Guidance; Child Abuse; *Counseling; *Counselor Training; *Counselors; Family Violence; *Government Publications; *Health Promotion; Mental Health; *Professional Development; Substance Abuse; Youth Problems

The federal government supports many information clearinghouses and research institutions that produce free and low-cost publications and materials that can support and enrich the work of a professional counselor. This sourcebook is designed to help tap into and take greater advantage of these resources. The sourcebook provides syntheses of current research, statistics, and research reports; background material about current and emerging policy issues; information about model programs and policies; materials and resources that may be used in school guidance and counseling programs; and educational pamphlets and brochures for the office waiting room. Topics covered include adoption; aging; AIDS/HIV; child abuse/family violence; crime; disabilities; education; employment and career development; health; mental health; smoking; substance abuse; and youth and families. For each resource, contact information and a description of the service are included. (GCP)

ED 463 487 CG 031 651

Lum, Christie
A Guide to State Laws and Regulations on Professional School Counseling, 2002.
PUB DATE- 02
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Background; Comprehensive Programs; *Counselor Certification; Counselor Client Ratio; Counselor Qualifications; *Counselor Role; Credentials; Educational Experience; Elementary Secondary Education; Experience; Financial Support; Position Papers; *School Counseling; *School Counselors; School Guidance; *State Legislation; *State Regulation
IDENTIFIERS- American School Counselor Association; Background Checks (Employment); Reciprocity

Professional school counselors are required by law and/or regulation in every state to obtain a state-issued credential in order to be employed in public schools. In some states, this credential is called "certification"; others term it "licensure" or "endorsement." This guide provides a chart summarizing the requirements and qualifications needed to obtain school counseling credentials in each of the 50 states and the District of Columbia. The requirements outlined for each state are those necessary to obtain an initial entry-level credential as a professional school counselor. This chart provides information on educational, experience, and examination requirements, reciprocity, and background checks. An additional chart shows which states mandate counseling, at which grade level (K-8 or 9-12) it is mandated, the counselor to student ratio, the source of the mandate, who funds the mandate, and whether or not a mandate is being considered. Examples of state counselling mandates from Georgia, Louisiana, New Hampshire, New Mexico, and South Carolina are provided. Statements from the American School Counselor Association

(DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 02
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Comprehensive School Health Education; Delivery Systems; *Educational Environment; Elementary Secondary Education; Intervention; *Mental Health Programs; Outcomes of Education; *Program Development; School Community Relationship; *School Counseling; School Role

This introductory packet provides an overview of what the term "Mental Health in Schools" means. The packet discusses how school-based and school-linked programs have been developed for purposes of early intervention, crisis intervention and prevention, treatment, and promotion of positive social and emotional development. It asserts that advancing mental health in schools is about much more than expanding services and creating full service schools. It is about establishing comprehensive, multifaceted approaches that help ensure schools are caring and supportive places that maximize learning and well being and strengthen students, families, schools, and neighborhoods. The packet contains the following sections: (1) Mental Health in Schools: An Overview; (2) Executive Summary--Mental Health in Schools: Guidelines, Models, Resources, and Policy Considerations; (3) Impediments to Enhancing Availability of Mental Health Services on Schools: Fragmentation, Overspecialization, Counterproductive Competition, and Marginalization; (4) Mental Health in Schools: A Sampling of References; and (5) Assuring No Child Is Left Behind: Strengthening the Approach of School and Community for Addressing Barriers to Student Learning. (GCP)

ED 463 510 CG 031 683

Protegiendo a nuestros ninos: una guia de accion (Safeguarding Our Children: An Action Guide).
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Safe and Drug Free Schools Program.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 65p.; For the English version, see ED 440 327.
LANGUAGE- Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; High Risk Students; *Intervention; Models; Planning; *Prevention; Problem Solving; Referral; Resources; *School Safety; Services; Student Behavior; *Violence

Although most schools are safe, they all can be safer. Improving school safety requires the strategic investment of time and dollars--scarce resources for which there are competing demands. Fortunately, schools that strategically coordinate schoolwide efforts are more likely to improve academic performance as well as reduce behavior problems. This action guide builds upon an earlier publication, "Early Warning Signs." It provides a comprehensive model that can lead to safer schools. The model incorporates prevention, early

DESCRIPTORS- Early Intervention; Grade 1; *Literacy; Outcomes of Education; Primary Education; *Program Effectiveness; Program Implementation; *Reading Programs; Remedial Programs; *State Programs; Student Educational Objectives
IDENTIFIERS- *Maine; *Reading Recovery Projects

This report summarizes statewide findings about Maine's Reading Recovery (RR) program based on data from the 1996-97 school year. The information presented in the report includes a brief history of the program in Maine, school-level implementation of the program, demographic information about the children served, the amount of time children spent in the program, program outcomes, literacy achievement over the first-grade year, and information about classroom teachers' professional development in early literacy. At the end of the report, the Statewide Program Coordinator and Trainer of Teacher Leaders gives recommendations. The revised report differs from the original only where the "carried-over" children are concerned; after the initial report was published, additional data on these children were received that compelled researchers to reassess the outcome of this subgroup of children. The 1997-98 Revised Report and Evaluation Supplement focuses on the new data. The supplement explains that many RR students start the program as "second round" children, meaning they start the program after another child has exited (those with the greatest needs, "first round" children, are started first). Therefore, the second round children do not receive their first RR lesson until late winter or the early spring of their first grade year and the school year ends before they can complete the program. The supplement represents the first report to focus solely on the progress of such "carried-over" children. (NKA)

ED 463 531 CS 510 857

Reading Recovery R in Maine: State Report & Evaluation, 1997-1998.
SPONS. AGENCY- Maine State Dept. of Education, Augusta.
PUB DATE- 98
NOTE- 30p.; Published by the University of Maine Reading Recovery Center and Center for Research and Evaluation. For the 1996-1997 revised report and supplement, see CS 510 856.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Intervention; Grade 1; *Literacy; Primary Education; *Program Effectiveness; *Reading Programs; Remedial Programs; *State Programs; Student Educational Objectives
IDENTIFIERS- *Maine; *Reading Recovery Projects

In the 1997-98 school year, 219 more children were served by the Reading Recovery (RR) program than were served during the previous year in Maine elementary schools. In Maine, 333 Reading Recovery teachers taught 2,171 students in 219 schools that offered Reading Recovery services across 102 local school administrative units. Of all the RR children who received services, 54% successfully discontinued at the average of their classmates; 79% of children receiving access to a full RR program discontinued. Reading Recovery children made larger gains than a random sample of their classmates over the course of the school year in reading and writing skills. Discontinued RR children continued to show progress in literacy achievement even after their programs were completed. Seventy to 95% of discontinued Reading Recovery children met or exceeded statewide average bands on measures of literacy skills by the end of first grade. This report is divided into the following sections: What Maine Program Participants Say; Executive sheets for buddy journals and reciprocal teaching.) (Author/RS)

ED 463 551 CS 510 944

Ediger, Marlow
Change and Challenge in the Literature Curriculum.
PUB DATE- 02
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Childrens Libraries; *Childrens Literature; *Classroom Environment; *Curriculum Enrichment; Elementary Education; *Literature Appreciation; *Reading Motivation; Teacher Role
IDENTIFIERS- Curriculum Emphases; *Reading Uses

Teachers need to think of and bring into being classroom scenes which motivate reading. When discussing a room environment for reading, the first thing which comes to mind is an attractive bulletin board display. A second decorative item to encourage student reading is celebrity pictures on the wall with the word, "READ," underneath them. Third, an appealing wall chart could contain vital new words read by students in the classroom. Fourth, students might view and listen to video tapes on selected library book writers. Certain criteria need to be followed when emphasizing a quality children's literature curriculum. Library books should be: on varied topics and diverse reading levels; related, in part, to ongoing lessons and units of study; read by teachers to assist students in making reading selections as well as to tell students interesting items from a book; available for all curriculum areas such as social studies, math, science, art, music as well as for the literature curriculum; award winning; read to children by the classroom teacher; read and discussed in peer group settings; available for bibliotherapy use; and be meaningful and contain features such as imagery, characterization, setting, and plot. Teachers may emphasize a variety of activities which make use of ideas read in books. Literature needs to become an integral part of the curriculum and expand the reader's world vicariously. It can also stimulate creative writing activities. Through inservice education teachers can learn to use children's literature effectively in the curriculum. (NKA)

ED 463 552 CS 510 949

Yagelski, Robert P., Ed.; Leonard, Scott A., Ed.
The Relevance of English: Teaching That Matters in Students' Lives. Refiguring English Studies.
PUB DATE- 02
NOTE- 452p.; A volume in the Refiguring English Studies series.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business; Curriculum Development; Economics; *English Instruction; English Teachers; Futures (of Society); Higher Education; *Literacy; *Relevance (Education); Secondary Education; Technological Advancement
IDENTIFIERS- African Americans; Critical Literacy

An effort to contribute to the "story" of English teaching in the United States at the dawn of the new millennium, this book presents 17 essays that tell diverse and complex stories of the for teachers; and a guidance and support system for students and families demonstrating that "every student matters." Steps are described for presenting a vision for change, characterizing a rigorous curriculum, identifying practices that need to change, selecting improvement priorities, developing and implementing an improvement plan, and creating a climate for continuous improvement. An action-plan format, sample action plan, and plan-implementation checklist are provided at the end of the guide. (RT)

ED 463 572 EA 031 571

Mentoring Beginning Teachers: Lessons from the Experience in Texas. Policy Research Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Mentors; Policy
IDENTIFIERS- *Texas

This report, in six chapters, discusses various aspects of mentoring teachers. The first chapter, an introduction by Diane T. Pan and Sue E. Mutchler, reviews the history of teacher mentoring in Texas since 1988 and describes the Southwest Educational Development Laboratory's (SEDL) Teacher Mentoring Research Project. Chapter 2, "Lessons from Research on Teacher Mentoring: Review of the Literature," by Sue E. Mutchler, grounds SEDL's research in current understandings of teacher mentoring. Chapter 3, "Teacher Mentoring Survey of Texas School Districts: Summary of Results," by Diane T. Pan, presents findings and analysis of the statewide survey. Quantitative analysis of administrative data from three case sites are given in chapter 4, "Mentoring Beginning Teachers: The Implications of Contextual Conditions," by Kelly S. Shapley and Joan Bush. Chapter 5, "Lessons from the Field: Case Studies of Three Districts," by Robert W. Glover and Sue E. Mutchler, gives a report and analysis of findings from qualitative research done at three case sites. Conclusions, implications, and recommendations that draw from findings of all study data sources are presented in the final chapter of this report. Appendices consist of the statewide survey instrument and an annotated bibliography of additional resources on mentoring. (Contains 44 references.) (RT)

ED 463 573 EA 031 572

Allocation Study of Educational Resources in the Southwestern Region. Research Design.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Cost Effectiveness; Educational Economics; Elementary Secondary Education; *Resource Allocation

administrators and counselors. The socioeconomic variables included may not fully capture the problems that a school faces. The results do show that spending is useful when targeted toward instruction. The effect, though statistically significant, is not large. Thus, the research finds that money can matter if it is spent on instruction. (Contains 16 references and 3 tables.) (Author)

ED 463 593 EA 031 621

Perry, Mary; Teague, Jackie; Frey, Susan
Expansion of Out-of-School Programs Aims at Improving Student Achievement. Report.
SPONS. AGENCY- James G. Irvine Foundation, San Francisco, CA.
PUB DATE- 02
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *After School Programs; Community Involvement; Elementary Secondary Education; Enrichment Activities; Extracurricular Activities; Partnerships in Education; Programs; School Age Day Care
IDENTIFIERS- *California

There is a growing conviction that out-of-school programs can play an important role in improving student achievement. Both government and private sources are investing in them. This report focuses on the expanding prevalence of after-school programs in California, and profiles their nature and the demands that they face. Funding has been increased for such programs to help them provide academically focused and enriching experiences for students. Connecting these programs with measures of academic achievement is a relatively new policy focus. School and community partnerships are essential in making out-of-school programs effective in raising academic achievement. Examples of programs are given to illustrate how varied they are in focus, scope, and operation. Evaluation of program efficacy is still in its infancy as data are just starting to become available from student test scores and the knowledge and experience provided by community-based organizations. The very diversity of programs also presents assessment challenges. To make programs effective, they must have clear and consistent structures and goals, appropriately trained staff and management, ongoing evaluation, good leadership, and stable, adequate funding. Evidence exists that well-implemented after-school programs positively affect student achievement. (RT)

ED 463 594 EC 308 865

Fewell, Rebecca R.
Attention Deficit Hyperactivity Disorder Early Identification Research Project.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 85p.; Contains light type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; *Attention Deficit Disorders; Child Behavior; Cognitive Development; *Disability Identification; *Early Identification; Early Intervention; Emotional

This teacher's guide and student guide are designed to accompany a consumer mathematics textbook that contains supplemental readings, activities, and methods adapted for secondary students who have disabilities and other students with diverse learning needs. The materials are designed to help these students succeed in regular education content courses and include simplified text and smaller units of study. The curriculum correlates to Florida's Sunshine State Standards and is divided into the following 9 units of study: (1) budgeting your income; (2) banking and checking; (3) buying and selling; (4) borrowing and lending; (5) purchasing a car and car insurance; (6) paying your taxes; (7) choosing a place to live, deciding whether to rent or buy, playing real estate taxes, and home insurance; (8) investing your money and stocks and bonds; and (9) planning for retirement. For each unit, the teachers' guide includes a general description of the unit's content and the unit's focus, provides suggestions for instructional activities, and contains an assessment to measure student performance. Appendices in the teacher's guide contain a chart describing standards and benchmarks. The student guide contains vocabulary lists, explanation of content, and practice exercises designed to evaluate comprehension. (Contains 25 references.) (CR)

ED 463 613   EC 308 910

Owens, Beverly; Mitchell, Amy; Walford, Sylvia
Building General Mathematics Skills. Teacher's Guide and Student Guide . Parallel Alternative Strategies for Students (PASS). Reprint. Revised.
PUB DATE- 98
NOTE- 706p.; Teacher's guide 1998 reprint and Student guide 1996 reprint of 1991 Revised edition, based on PASS course, "General Mathematics 1" (Course no. 1205340). Part of the Curriculum Improvement Project funded under the Individuals with Disabilities Education Act (IDEA), Part B.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Accommodations (Disabilities); Academic Standards; Curriculum; *Decimal Fractions; *Disabilities; *Equations (Mathematics); *Fractions; Geometry; Graphs; Inclusive Schools; Instructional Materials; Integers; Mathematics Instruction; Measurement; *Measurement Techniques; *Percentage; Secondary Education; Secondary School Mathematics; State Curriculum Guides; Teaching Guides; Teaching Methods; Textbooks
IDENTIFIERS- *Florida

This teacher's guide and student guide are designed to accompany a general mathematics textbook that contains supplemental readings, activities, and methods adapted for secondary students who have disabilities and other students with diverse learning needs. The materials are designed to help these students succeed in regular education content courses and include simplified text and smaller units of study. The curriculum correlates to Florida's Sunshine State Standards and is divided into the following 11 units of study: (1) whole numbers; (2) fractions; (3) decimals; (4) percents; (5) geometry; (6) measurement; (7) perimeter/area; (8) graphs; (9) central tendency; (10) integers; and (11) equations. For each unit, the teacher's guide includes a general description of the philosophy/mission, goals for the educational program to be housed, and areas to be considered for new construction, addition, or renovation. The document then discusses the community and students to be served, provision for future expansion, and the timetable for the project. The bulk of the document provides specifications for various instructional areas, special and administrative services, and site and maintenance issues. (EV)

ED 463 634 EF 006 062

Creating Safe Learning Zones: Invisible Threats, Visible Actions.
SPONS. AGENCY- New York Community Trust, NY.; Educational Foundation of America, Westport, CT.
PUB DATE- 02
NOTE- 39p.; A report of the Child Proofing Our Communities Campaign/School Siting Committee, Center for Health Environment, and Justice. Also funded by CS Fund/Warsh-Mott Legacy, Mitchell Kapor Foundation, Wallace Genetic Foundation, and Winslow Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Health; Educational Legislation; Elementary Education; *Hazardous Materials; Public Health Legislation; School Buildings; *School Location; School Safety; Site Selection; Wastes
IDENTIFIERS- Health Hazards

This report is a follow-up to the first publication of the Child Proofing Our Communities Campaign, titled "Poisoned Schools: Invisible Threats, Visible Actions." The previous report looked at the problems of public schools built on contaminated land years ago, the trend of proposing new schools on contaminated land, and the threat of toxic pesticide use in schools. The current report addresses the need for protective laws concerning building new schools. It presents data from five states (California, Massachusetts, Michigan, New Jersey, and New York) on the number of schools located on or near hazardous chemical waste sites or other contaminated sites. It describes children's special vulnerabilities, the school siting process, and examples of schools built on or near contaminated land. Based on its findings, the report calls for state laws to ensure that the locations for new schools are safe and that contaminated property is properly cleaned up. It provides model school siting legislation for use in drafting legislation on the state level and for local school policies. The report also outlines action steps that parents can take to ensure that their children are not placed in harm's way. (Appendices contain the New York State recommended soil cleanup objectives for chemicals commonly found at contaminated sites, and the research methodology. Contains 36 references.) (EV)

ED 463 635 EF 006 063

School Pesticide Provision to H.R. 1. Hearing before the Subcommittee on Department Operations, Oversight, Nutrition, and Forestry of the Committee on Agriculture. House of Representatives, One Hundred Seventh Congress, First Session.
PUB DATE- 01
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Health; Elementary Secondary Education;

able to use them as powerful tools whenever they need to learn something, and eventually, they will become lifetime learners. (Contains 15 references.) (SM)

ED 463 656 FL 027 219

Valentine, Susan M.; Supinski, Stanley B.; Sutherland, Richard L.
Language Maintenance at a Distance: The Daily Russian "Vitamin."
PUB DATE- 01
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Learning; Computer Uses in Education; *Discussion Groups; Electronic Mail; *Information Networks; *Language Maintenance; Listservs; Russian
IDENTIFIERS- Department of Defense; *Learning Communities; *Linguists

This study addressed how to maintain "use or lose" language skills among Department of Defense linguists. The study, which involved over 300 linguists at 61 installations worldwide, supported the Air Force strategy of global engagement by regularly providing pedagogically sound language maintenance materials in small doses and encouraging linguists to maintain skills by building interactive, supportive communities of professionals. Participants were enrolled in 2 e-mail distribution lists: an announce list, which pushed a Russian "vitamin" lesson each day for 10 consecutive days, and a discuss list, where linguists commented on lessons, discussed relevant issues, and built ongoing relationships with others. The study demonstrated the feasibility of the lesson delivery system and the potential of networking linguists into an online community via a listserv. The all-inclusive, concise lesson format was user friendly and extremely useful for language maintenance. The discuss list was a useful forum for community building as linguists expressed views and opinions on issues relevant to the group and received feedback. Of those subjects who completed the end of study survey, 96 percent agreed or strongly agreed this was an effective method of language maintenance. (Contains 41 references.) (SM)

ED 463 657 FL 027 220

Usuki, Miyuki
Metacognitive Awareness in JSL/JFL Teacher Education: From Learner Autonomy towards Teacher Autonomy.
PUB DATE- 02
NOTE- 12p.; In: Bulletin of Hokuriku University, v.25, pp.251-260, 2001. Paper presented at the Annual IALS Symposium for Language Teacher Educators (9th, Edinburgh, Scotland, United Kingdom, November 15, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creative Thinking; Elementary Secondary Education; Foreign Countries; Higher Education; *Language Teachers; *Metacognition; Preservice Teacher Education; Professional Autonomy; Reflective Teaching; Second Language Instruction; Second Language Learning; *Thinking Skills
IDENTIFIERS- Japan

Generally, in Japanese as a Second Language (JSL) teacher education, various teaching approaches are introduced to

reduces the expressive impact of the original dialogue.
(Contains 49 references.) (SM)

ED 463 676 FL 027 240

Lynch, Tony; Anderson, Kenneth
The Value of an Additional Native Speaker in the English Language Classroom.
PUB DATE- 01
NOTE- 13p.; For complete journal issue, see FL 027 235. Early version presented at the Annual Conference of the British Association of Lecturers in English for Academic Purposes (Glasgow, Scotland, April 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; *English (Second Language); Foreign Countries; Higher Education; Oral Language; *Paraprofessional School Personnel; Questionnaires; Second Language Learning; *Speech Communication; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- United Kingdom

Learners of English in the United Kingdom find that the language they hear in the classroom is different from native speech outside the classroom. Previous participants in Scotland's Institute for Applied Linguistics Studies summer pre-sessional English for Academic Purposes program had requested more opportunities to talk with native speakers in order to practice their oral communication skills. With that mind, a non-teacher course assistant was hired to take part in speaking classes and to chat with students during breaks. This paper reports findings of a study of student-teacher and student-assistant talk, based on recordings made in one type of speaking lesson. A post-course questionnaire was also completed to compare students' interactions with the teacher and the assistant. Results indicated that even in class, interaction with the assistant gave students the opportunity for different sorts of talk than they had with the teacher. Having a classroom assistant made a notable difference to both the distribution and the nature of native speaker-student interaction in class. The assistant also increased the amount of speaking practice outside class. An appendix presents the research questionnaire. (Contains 13 references.) (SM)

ED 463 677 FL 027 241

Lopez, Maria Angeles Navarrete
"The Way to a Man's Heart." Journey and War Metaphors. Metaphorical Conceptualisations of the Western Romance Model in English and Spanish.
PUB DATE- 01
NOTE- 12p.; For complete journal issue, see FL 027 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Differences; *English; *Metaphors; Models; *Spanish
IDENTIFIERS- *Romance

This paper examines two examples of the Western model of romance in English and Spanish discourse: the English metaphor, "the (best) way to a man's heart is through his stomach" (journey

ED 463 700 HE 034 819

Munoz, Marco A.
The Vital Role of Task Teams: The Total Quality Management Approach on Restructuring Organizations.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Organizational Change; *Teamwork; *Total Quality Management
IDENTIFIERS- *Educational Restructuring

Teams are an important element of restructuring organizations because much of the work of the organization is being done in small units, the microcosms of organizations. Total Quality Management (TQM) is one way to analyze the importance of teamwork during restructuring. This paper describes the basic principles and tools of TQM and considers its use in the business and higher educational sector. Some essential issues regarding teams and teamwork in TQM are reviewed, and some conclusions are drawn based on research into TQM and well-functioning teams. A basic TQM tenet is that managers and supervisors must cease to be managers and become leaders who create an environment in which people can develop and apply their collective potential while working around their individual weaknesses. The success of the total quality and continuous improvement initiatives is based on the success of team members with regard to fulfilling their individual and group missions. (Contains 10 references.) (SLD)

ED 463 701 HE 034 820

MacFarland, Thomas W.
South Florida vs. Other Locations: Comparing Student Responses to a Satisfaction Survey. Research and Planning Report.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accreditation (Institutions); *College Students; Criteria; *Distance Education; Higher Education; *Satisfaction; *Student Attitudes
IDENTIFIERS- *Nova Southeastern University FL

Nova Southeastern University has used off-campus instruction since 1972, and currently, more than one-third of all students attend class at a location other than the University's three South Florida campuses. This study investigated overall student satisfaction with statements related to accreditation criteria, comparing the responses of South Florida students to those of students from other locations. Demographic and other baseline information was also determined. The population of 12,499 consisted of all spring term 1996 students enrolled at centers with distance education programs and a sample of students from the South Florida area. The responding sample of 1,977 students appeared to be equivalent to the entire population. Among the findings was that approximately 30% of all students used electronic mail as a technology-based instructional medium. There was a high degree of positive response to questions about the types of programs available, their convenience, and their

Projects; *Student Role; *Teacher Role; *Teamwork; *Web Based Instruction; World Wide Web
IDENTIFIERS- Collaborative Learning; *Course Development; Nova Southeastern University FL

Online learning is a relatively young field that is still being defined as a discipline. As faculty members wrestle with decisions about how to structure online courses for collaborative, connected learning, student perspectives of successful courses can provide valuable insights for decision-making. This paper presents general research findings pertaining to collaboration in online learning courses along with personal insights from a second year student in the Nova Southeastern University (Florida) School of Computer and Information Sciences Doctoral Computing Technology in Education program into what makes a project-based online course successful as a collaborative learning experience. The paper begins with general guidelines and a discussion of effective team members and communication as the key to collaboration. Instructor factors are addressed, including the importance of a challenging project, clearly stated project requirements, flexibility in meeting project requirements, subdividing the project, general guidelines for team formation, allocating time for team relationship building, and maintaining a presence with students. Student factors are then described, including defining team member roles, defining team member responsibilities, establishing team goals, establishing team deadlines, guidelines for team communications, guidelines for resolving differences of opinion, scheduling regular online synchronous meetings, and other means of team communications. (Contains 15 references.) (Author/MES)

ED 463 722 IR 021 141

Lord, John; Labonis, Al; Hood, Lamartine; Stefanou, Spiro
The Lions and the Hawks: Using Videoconferencing and Web Technology To Deliver a Cross-Campus New Product Innovation Course.
SPONS. AGENCY- Department of Agriculture Graduate School, Washington, DC.
PUB DATE- 01
NOTE- 10p.; In: Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, TN, April 8-10, 2001); see IR 021 138. Financial support provided by grants from ADEC and the USDA Challenge Grant program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agribusiness; Computer Mediated Communication; Computer Uses in Education; *Distance Education; Food; Higher Education; Information Technology; *Intercollegiate Cooperation; *Marketing; *Partnerships in Education
IDENTIFIERS- *Food Science; Pennsylvania State University; *Product Development; Saint Josephs University PA

This paper describes the development of an educational partnership between two disparate and geographically separated institutions--the Pennsylvania State University (PSU) and Saint Joseph's University (SJU) (Pennsylvania)--that is specifically focused on the food industry and, more specifically, the development and launch of new food products. This partnership features a new product development and innovation management course that links the students and faculty of PSU and SJU for the purpose of leveraging the respective competencies and

Education; Federal Aid; Program Development; *Program Evaluation; Technological Advancement; Technology Integration; Telecommunications
IDENTIFIERS- *Connectivity; *E Rate (Internet); Technology Implementation

In February 2000, the Benton Foundation, with the Center for Children and Technology, released "The E-Rate in America: A Tale of Four Cities." This report is a continuation of that work. Two overarching concerns have emerged in the current policy climate: it is imperative that the E-Rate program is structured in such a way as to maximize impact and it is critical to be able to measure a return on the nation's massive educational technology investment. Findings and observations are compiled in this report, with chapters written by experts in the field of educational technology. The first chapter, "E-Rate 102," by Norris Dickard, recounts some of the E-Rate program's growing pains and new policy challenges facing it. In the second chapter, "The E-Rate Takes Hold, but Slowly," Donna Harrington-Lueker reports on lessons that emerged from interviews with administrators, teachers, and technology researchers in the same four cities studied in "The E-Rate in American" (Chicago, Cleveland, Detroit and Milwaukee). In the third chapter, "New Approaches to Assessing Students' Technology-Based Work," Margaret Honey addresses the timely issue of measuring return on investment in a policy climate focused on accountability. The fourth chapter, "Assessment of Students' Technology-Based Work: An Overview of the Toolkit and Case Studies" by Andy Gersick, Constance Kim, Julie Thompson Keane, Wendy Friedman, and Katie Culp, presents case studies in which researchers worked in individual classrooms with teachers in the cities of Chicago and Milwaukee. Together, they developed assessment tools and guidelines to help teachers measure learning gains as students learned to use various information technology tools for research and presentation-compiled into an "evaluation toolkit" (available online and as a supplementary publication to this report). In the last chapter, "Enhancing State and Local Policymaking about Educational Technologies," Chris Dede introduces his "state policy framework" and outlines the need for a more coordinated and systematic approach to policymaking around educational technology. Appendixes present the "State Policy Framework" and outline educational technology evaluation resources. (AEF)

ED 463 744   IR 021 166

The Evaluation Toolkit: A Work-in-Progress.
PUB DATE- 02
NOTE- 28p.; For a related document on the E-rate, see IR 021 165.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Literacy; Computer Uses in Education; *Educational Assessment; *Educational Media; Educational Resources; *Educational Technology; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Guidelines; *Instructional Materials; Learning Activities
IDENTIFIERS- *E Rate (Internet)

"The E-Rate in America" (February 2000) was one of the earliest efforts to assess the impact of the then-new federal program. In this second phase of the study, the Benton Foundation and the Center for Children and Technology continue to investigate the E-Rate while developing new tools to assist teachers, administrators, and policymakers in meeting some of the

Plum, Terry, Comp.; Bleiler, Richard, Comp.
User Authentication. SPEC Kit.
PUB DATE- 01
NOTE- 103p.; Each SPEC Kit contains an executive summary of the survey results (previously printed as the SPEC Flyer). Published six times per year.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Computer Uses in Education; Electronic Libraries; Foreign Countries; Higher Education; Library Associations; *Library Services; Library Surveys; Online Systems; Questionnaires; *Research Libraries; *Users (Information); World Wide Web
IDENTIFIERS- Association of Research Libraries; Authenticity; Canada; *Electronic Resources; United States

This SPEC (Systems and Procedures Exchange Center) Kit presents the results of a survey of Association of Research Libraries (ARL) member libraries designed to examine the systems research libraries use to authenticate and authorize the users of their online networked information resources. A total of 52 of 121 ARL member libraries responded to the survey. A copy of the questionnaire with tabulated results is presented. Representative documents include: explanations for users from the University of Alberta, University of California-Davis, University of California-Irvine, University of Colorado, Colorado State University, University of Connecticut, Cornell University (New York), Dartmouth College (New Hampshire), Duke University (North Carolina), University of Florida, McMaster University (Ontario), University of Manitoba, Massachusetts Institute of Technology, University of North Carolina, University of Oregon, University of Washington, Washington University (Missouri), and University of Waterloo (Ontario); technical specifications from Cornell University, Universite Laval (Quebec); and project plans from the University of Connecticut and University of Waterloo. (Contains 43 references.) (MES)

ED 463 763 IR 058 439

Robinson, William C.
Title Attributes of Successful Books in the United States: 1910-1990.
PUB DATE- 02
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Awards; *Books; Fiction; Literary Genres; Nonfiction; Tables (Data); *Twentieth Century Literature
IDENTIFIERS- Literary Awards; *Title Words; *Titles

This study examined titles of successful books, i.e., those that were best sellers or won literary prizes. In all, 3,239 titles in 71 lists by decade were characterized. The single largest category was popular general fiction followed by general nonfiction. About 49% of the titles won or were nominated for awards, and 45% were best sellers. Most titles were issued in the 1950s through the 1990s. The median book title contained 3.5 words, the mode was 2.4 words, and the mean was 2.8 words. One-word titles accounted for 17% of the sample, two word titles for 34%, three word titles for 20%, and longer titles for 29%. Few titles included color words or place names, but

This is a 2001 report on Palo Verde College (PVC) (California) student demographics, enrollment status, citizenship, educational goals, and academic persistence. Student data were collected and analyzed to meet accrediting standards, improve institutional effectiveness, and fulfill the local district's mission. The report discusses enrollment patterns of students from specific zip codes in the area. Findings indicate that: (1) students generally attend colleges in proximity to their residence; (2) more females than males attend PVC; (3) since 1997, the percentage of white students has decreased slightly (from 41% to 36%), while the percentage of black students has increased slightly (from 7% to 8%); (4) the percentage of Asian, Hispanic, and Native American students has remained consistent since 1997, with Hispanic students making up the majority of PVC total student enrollment (49% in fall 2000); (5) the total enrollment for PVC was 3,652 in fall 2000; (6) most students are United States citizens; (7) the number of continuing and returning students is increasing; (8) most students indicate the intent to transfer after graduating; however, the overall number of these students has decreased since 1997; (9) more students are attending PVC to obtain high school credentials or a GED; and (10) the number of dropouts is increasing at the college. The report includes tables with specific statistical information. (MKF)

ED 463 784 JC 020 291

Seymour, Nicole
Entrepreneurship Education in American Community Colleges and Universities.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Business Education; *College Curriculum; *College Programs; College Role; *Community Colleges; Education Work Relationship; *Entrepreneurship; Partnerships in Education; Two Year Colleges

This is an analysis of entrepreneurship-education opportunities at various American community colleges, universities, and business schools. Roughly 100 institutions offer formal educational programs that focus on entrepreneurship; however, approximately 1,500 colleges offer courses in entrepreneurship and small-business management. Community colleges, with their emphasis on workforce development and training, offer a variety of educational opportunities for the entrepreneur, including courses, degrees, certificates, seminars, workshops, and small-business development centers. The author provides specific information on entrepreneurship programs at two California community colleges and one Washington tribal college. In the four-year arena, fewer formal opportunities for learning about entrepreneurship exist. Most universities offer limited courses or workshops; however, two formal entrepreneurship-education programs are located at Ball State University in Indiana and New York University. These institutions offer undergraduate courses and masters degrees in entrepreneurship education. This report also describes FastTrac, which is a noncredit entrepreneurship education program supported by the Kauffman Foundation, as well as two- and four-year institutions. The author concludes that the demand for self-employment and small business ownership is growing, which necessitates more entrepreneurial training. (Contains 13 references.) (MKF)

(Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Accountability; *College Outcomes Assessment; *Community Colleges; Degrees (Academic); *Educational Assessment; *Educational Objectives; Enrollment; Minority Groups; Two Year Colleges
IDENTIFIERS- *Performance Indicators; *Virginia Community College System

This is a report on 2000-2001 Perkins III core performance standards and measures for the Virginia Community College System (VCCS). Perkins performance measure definitions for the system were finalized with the Virginia and federal departments of education in fall 2000. Core indicators include: (1) student attainment, which measures academic and technical skills; (2) completion, which looks at graduation rate; (3) placement and persistence, which focuses on employment, further study, and retention; and (4) equity of program enrollment and completion, which includes representation in enrollment and graduates. For indicator 1, the VCCS fell approximately 2 points under the agreed-upon levels of 70% for academic attainment and 83% for skill proficiencies. For indicator 2, the VCCS narrowly surpassed the agreed-upon level of 18%. For indicator 3, the system fell just under the standard levels of 75% for placement and 90% for retention. Finally, for indicator 4, the VCCS surpassed the standard participation level of 19% by almost 2 points. It also surpassed by more than 5 points the agreed-upon level of 23% for completion. Results are detailed in the report's three charts. (EMH)

ED 463 805   JC 020 321

Bathe, Jeffrey
Love It, Hate It, or Don't Care: Views on Online Learning.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Attitudes; *Community Colleges; Educational Assessment; Educational Objectives; Educational Technology; *Online Courses; Program Evaluation; *Student Attitudes; *Teacher Attitudes; Two Year Colleges

This study examined the perceived role and performance of online learning, related faculty concerns and training, administrative/institutional issues, student attitudes and performance, and instructional design. Thirty-nine Midwestern community college employees (33 faculty and 6 administration/staff members) and 48 students participated in the survey. The open-ended questions were based upon areas of faculty, administrative, and student concerns. Results indicated that: (1) personal interest and perceived need on the part of faculty played a major role in online course development; (2) faculty and staff seemed to have sufficient technological and pedagogical support available to them; (3) overload or reassignment time was used to pay faculty for the development of online courses; however, in some cases, faculty were not compensated for this development; (4) there seemed to be little pressure to develop online courses; (5) faculty viewed the use of multimedia in online courses negatively; (6) faculty members who preferred teaching online to teaching in the classroom represented only 15% of respondents; (7) 17 students (35%) preferred classroom learning; (8) many students indicated that they were not prepared to take online courses; and (9) faculty and administration were concerned about national data on for-profits with national data on private non-profit and public post-secondary institutions, and examines case study data comparing a for-profit chain with three public community colleges located near branches of the chain. A 2001 report by the Education Commission of the States (ECS) points out that there was a 78% growth in the number of for-profit degree-granting institutions between 1989 and 1999; in the same period there was a 266% growth in the number of for-profit four year institutions. This paper reports that for-profits accounted for 4% of all students who enrolled in two-year colleges, yet they accounted for 9% of associates degrees granted. For-profit institutions tend to have a limited range of course offerings that have a strong link to students' skill and career aspirations. Community college leaders and staff do not perceive for-profits as a competitive threat. However, community colleges might learn from the for-profits' emphasis on customer service, employment placement support, and degree completion rates. (Contains 39 references and eight tables.) (NB)

ED 463 825 JC 020 341

Hom, Willard
An Overview of Customer Satisfaction Models.
PUB DATE- 00
NOTE- 13p.; Presented at the Annual Meeting of the Research and Planning Group for California Community Colleges (38th, Pacific Grove, CA, April 26-28, 2000). Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; *Community Colleges; *Educational Assessment; *Educational Objectives; *Models; *Participant Satisfaction; Partnerships in Education; Program Implementation; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This document is a report on how California community colleges can incorporate customer satisfaction models and theories from business to better serve students. Emphasis is given to two levels of customer satisfaction: macro- and micro-models. Macro-models look at how customer satisfaction relates to other elements or priorities of community colleges. They utilize techniques like comparing standards of performance of various community college services and products, which can positively or negatively affect customer satisfaction. Micro-models look more directly at different elements of customer satisfaction. Seven micro-models are reviewed in the report: (1) expectations disconfirmation; (2) perceived performance; (3) norms; (4) multiple process; (5) attribution; (6) affective; and (7) equity. All seven models rely on feedback and communication from customers or students in the case of community colleges. The choice of model determines whether the college may be interested in establishing norms, affecting student emotions or behavior, or improving performance. The report suggests that community colleges view and measure customer satisfaction globally and specifically. The basic goal of using the models is to satisfy students and provide a high quality education. (Contains 15 references.) (MKF)

ED 463 826 JC 020 342

being of Maine's children. Following a brief overview of the data book and a summary of indicators, state trend data are presented in the areas of: (1) poverty; (2) child and adolescent suicide; (3) public high school dropouts; (4) teen pregnancy; (5) public high school graduates planning to attend post-secondary education; (6) individuals aged 3-21 with disabilities; (7) infant mortality; (8) domestic assault reports; and (9) arrests of children aged 10-17. County trend data are reported for the areas of children in poverty, 1998; school children receiving subsidized school lunch, 2000-2001; and unemployment, 2000. The bulk of the report presents Maine state and county profiles based on a variety of indicators in the areas of: (1) physical and mental health; (2) social and economic opportunity; and (3) education and learning. Measures showing definite improvement include infant mortality rate, low birth weight rate, child and teen deaths, teen violent deaths, number of uninsured children, arrests of children 10-17, and the teen pregnancy rate. Measures found to need immediate attention include number of child residents of homeless and emergency shelters, child abuse and neglect, child and teen suicide rate, and number of children with disabilities. The report concludes with definitions and sources of data. (SD)

ED 463 843 PS 030 253

Stewart, Sheila, Ed.
WY KIDS COUNT in Wyoming Factbook, 2001: A County-by-County Factbook.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 202p.; For 2000 Factbook, see ED 446 869. Also supported by the Wyoming Community Foundation.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Asthma; Birth Rate; Birth Weight; Births to Single Women; *Child Health; Child Welfare; *Children; *Counties; Day Care; Day Care Centers; Demography; Disabilities; Divorce; Dropout Rate; Early Parenthood; Elementary Secondary Education; Family Violence; Infant Mortality; Infants; Injuries; Mortality Rate; Nutrition; Obesity; Poverty; Prenatal Care; Prenatal Influences; Preschool Education; *Social Indicators; State Surveys; Statistical Studies; Substance Abuse; Suicide; Tables (Data); Tobacco; Violence; Welfare Reform; *Well Being
IDENTIFIERS- Arrests; Child Mortality; *Indicators; Project Head Start; Sexually Transmitted Diseases; Vaccination; *Wyoming

This KIDS COUNT factbook details statewide trends in the well-being of Wyoming's children. Following an overview of key indicators, the factbook documents state trends for 36 indicators: (1) child and youth population; (2) births; (3) unintended pregnancy; (4) low birth weight babies; (5) early prenatal care; (6) immunizations; (7) chronic disease; (8) early identification, diagnosis, and intervention; (9) injury; (10) family violence; (11) infant deaths; (12) child deaths; (13) babies born to unmarried mothers of all ages; (14) births to mothers who smoked during pregnancy; (15) alcohol and illegal drug use during pregnancy; (16) teen births; (17) sexually transmitted diseases; (18) adolescent tobacco use; (19) adolescent drug and alcohol use; (20) children affected by divorce; (21) juvenile crime arrests; (22) teen violent deaths; (23) teen motor vehicle related deaths; (24) teen suicides;

Educational Practices; *Kindergarten; *Kindergarten Children; Knowledge Base for Teaching; *Preschool Teachers; Preservice Teachers; Primary Education; Public Policy; Research Needs; *Student Adjustment; *Transitional Programs
IDENTIFIERS- *Transitional Activities

Noting recent research findings indicating that commonly used transition practices may not be well-suited to the needs of children and families, this report summarizes educational policy issues related to the transition to kindergarten and presents recommendations for policy changes. The report notes that the transition to kindergarten and the early grades is important because: (1) children establish competencies important to their school success and achievement during early elementary school; (2) early childhood learning environments are quite different from traditional elementary school settings; and (3) it is imperative to understand and shape the conditions under which public funds for early education can be best used. The report asserts that additional study is needed of localities that provide high quality transition practices in their communities, of how kindergarten classroom environments contribute to the quality of transitions, and of the knowledge and experience of kindergarten teachers and teachers-in-training related to transition planning. Policy change recommendations include strengthening bonds between preschools and elementary schools and requiring the formation of transition planning teams in localities. (KB)

ED 463 861   PS 030 276

Child Care Licensing. NCEDL Spotlights.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.; Based on NCEDL policy brief, "Regulation of Child Care," (Sheri Azer, Gwen Morgan, Richard Clifford, and Gisele Crawford).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *Certification; *Child Caregivers; *Day Care; Day Care Effects; Early Childhood Education; Public Policy; State Standards
IDENTIFIERS- *Day Care Licensing; Day Care Licensing Agencies; Day Care Quality; *Program Characteristics

Noting that child care licensing is the first line of protection for children in out-of-home child care settings in the United States, this issue of NCEDL Spotlights summarizes research findings relating various program characteristics to program quality and provides recommendations for state licensing requirements and funding policies. The issue summarizes research findings related to: (1) child-to-staff ratio and group size; (2) staff turnover and compensation; (3) staff education and training; (4) director competence; (5) design and maintenance of the physical environment; and (6) relationships and activities. Recommendations for states include: (1) hiring more licensing staff to adequately enforce standards; (2) raising their standards to reduce the risk of harm to children; (3) requiring staff training specific to the age group served; (4) requiring directors to have management and child development training; (5) requiring substantial annual training with college credit for all child care workers; and (6)raising preservice qualifications. Recommendations related to funding policies include establishing fiscal standards and monitoring

New York's children. The statistical portrait is based on six general areas of children's well-being: (1) economic security; (2) physical and emotional health; (3) education; (4) citizenship; (5) family; and (6) community. Following an introductory section addressing the 2000 census and describing the goals and objectives of the major touchstones, the first section provides data for each of the following individual indicators: (1) child poverty; (2) children in families receiving food stamps; (3) children in families receiving public assistance; (4) children in families receiving supplemental security income; (5) adolescent pregnancy; (6) prenatal care; (7) child mortality; (8) asthma hospitalizations; (9) self-inflicted injury hospitalization; (10) unintentional injury hospitalization; (11) infant mortality; (12) lead poisoning; (13) low birthweight births; (14) sexually transmitted diseases; (15) dropout rates; (16) English language learners; (17) high school graduates intending to enroll in college; (18) high school graduates receiving regent diplomas; (19) student performance in English and math; (20) juvenile arrests for property and violent crime; (21) arrests for drug use; (22) DUI/auto accidents; (23) assault hospitalizations; (24) juveniles in need of supervision; (25) foster care; (26) child abuse reports; (27) births to uninsured women; (28) firearm related crimes; (29) violent crime; (30) unemployment; and (31) nutrition. The second section of the data book provides profiles of New York State, New York City, and the state's counties. The data book concludes with a section of technical notes and references. (SD)

ED 463 880   PS 030 299

Erickson, Judith; King, Mindy Hightower
Kids Count in Indiana 2001 Data Book: County Profiles of Child Well-Being.
PUB DATE- 01
NOTE- 473p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accidents; Acquired Immune Deficiency Syndrome; Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Safety; Child Welfare; *Children; *Counties; Crime; Day Care; Demography; Drinking; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Incidence; Infants; Juvenile Justice; Lunch Programs; Mortality Rate; Poverty; Prenatal Care; Prenatal Drug Exposure; *Social Indicators; State Surveys; Statistical Surveys; Substance Abuse; Suicide; Tables (Data); Tobacco; Trend Analysis; Unemployment; Violence; *Well Being
IDENTIFIERS- Arrests; Child Mortality; *Indiana; *Indicators; Project Head Start; Sexually Transmitted Diseases; Vaccination

This Kids Count data book examines statewide trends in the well-being of Indiana's children. The statistical portrait is based on indicators in 10 general areas: (1) child and family demographics; (2) economic well-being; (3) poverty; (4) child safety; (5) child abuse and neglect; (6) education; (7) child health; (8) mortality; (9) high risk behavior; and (10) juvenile justice. The first part of the data book summarizes findings in the areas listed above. The data indicate an increase in single parent households, cases of child abuse, and infant mortality. The data also indicate a decrease in teen birth rates, high school graduation rates, cigarette smoking, tables/figures and 313 references.) (MN)

ED 463 396 CE 081 293

Miller, Carolyn; Ross, Nick; Freeman, Marnie
Shared Learning and Clinical Teamwork: New Directions in Education for Multiprofessional Practice. Researching Professional Education Research Report Series.
PUB DATE- 99
NOTE- 240p.; Includes "The Role of Collaborative/Shared Learning in Pre- and Post-Registration Education in Nursing, Midwifery and Health Visiting. Research Highlights 39."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations Education; Allied Health Personnel; Case Studies; Change Strategies; *Clinical Teaching (Health Professions); *Collegiality; Competence; Cooperative Learning; Definitions; Education Work Relationship; Educational Improvement; Educational Needs; Educational Research; Educational Trends; Employment Qualifications; Foreign Countries; Higher Education; Integrated Curriculum; *Interdisciplinary Approach; Job Skills; Learning Processes; Literature Reviews; Models; Needs Assessment; Nurses; *Nursing Education; Organizational Change; Organizational Climate; Professional Continuing Education; Professional Education; Skill Development; State of the Art Reviews; *Team Training; Finland; Nurse Physician Relationship; *United Kingdom
IDENTIFIERS- Finland; Nurse Physician Relationship; *United Kingdom

The role of collaborative/shared learning in nursing, midwifery, and visiting nurse education in the United Kingdom was explored to identify the qualities and skills needed by practitioners to work effectively in multiprofessional contexts and establish the fit between the knowledge and skills needed in multiprofessional practice and the teaching and learning occurring in educational preparation. The main data collection activities were as follows: (1) in-depth case studies of 6 multiprofessional teams in different clinical settings; (2) a survey of all U.K. higher education institutions running or planning initial or continuing education courses for health and social care professionals; (3) interviews with 14 trust managers; and (4) interviews with representatives of a sample of professional bodies. The study established a lack of congruence between the knowledge needed to function effectively in multiprofessional teams and most current education provision. A critical need for new models of shared learning was identified. An example model based on the clinical case study material was presented. The following were among the model's key elements: (1) incremental development of communication, teamwork, and other key skills; (2) content that is clinically relevant, patient-focused, and case/scenario based; and (3) emphasis on interaction and problem solving. (Contains 20 tables/figures and 120 references.) (MN)

ED 463 397 CE 081 294

Latter, Sue; Yerrell, Paul; Rycroft-Malone, Jo; Shaw, David
Nursing and Medication Education: Concept Analysis Research for Curriculum and Practice Development. Researching Professional Education Research Report Series.
PUB DATE- 00
NOTE- 162p.; Includes "Nursing and Medication Education: Concept Analysis Research for Curriculum and Practice Development--The

program review, recruitment and job placement, student organizations, staff development, community and public relations, resource development, and legislation. Effective advisory committees provide ongoing evaluation, consultation, and research on programs and curriculum. Indicators of effectiveness include appropriate structure, group processes, and procedures. A committee composed of knowledgeable, committed, and participating members who understand their role and use effective group processes, connected to an institution that genuinely desires their input, will enhance the effectiveness of the institution and serve the best interests of the students. (Contains 13 references.) (KC)

ED 463 412 CE 082 951

Kemple, James J.
Career Academies: Impacts on Students' Initial Transitions to Post-Secondary Education and Employment.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; Ford Foundation, New York, NY.; Department of Education, Washington, DC.; Department of Labor, Washington, DC.; Grant (W.T.) Foundation, New York, NY.; Pew Charitable Trusts, Philadelphia, PA.; Rockefeller Foundation, New York, NY.; George Gund Foundation, Cleveland, OH.; Grable Foundation, Pittsburgh, PA.; Richard King Mellon Foundation, Pittsburgh, PA.; American Express Foundation, New York, NY.; Alcoa Foundation, Pittsburgh, PA.; Russell Sage Foundation, New York, NY.; Center for Research on the Education of Students Placed At Risk, Baltimore, MD.; Westinghouse Foundation, Pittsburgh, PA.; Citigroup Foundation, New York, NY.; Bristol-Myers Squibb Foundation, Inc., New York, NY.
PUB DATE- 01
NOTE- 75p.; Part of the 10-year Career Academies Evaluation project.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Education; *Career Academies; *Dropout Prevention; Dropouts; Education Work Relationship; Educational Practices; Graduation; High Risk Students; High Schools; House Plan; *Integrated Curriculum; Longitudinal Studies; *Outcomes of Education; *Program Effectiveness; *School Holding Power; Success; Vocational Education

Career academies are characterized by these three basic features: a school-within-a-school organizational structure, curricula that combine academic and career or technical courses based on a career theme, and partnerships with local employers. In a 10-year longitudinal study of the academy model, begun in 1993 in 9 schools around the country, some 1,700 academy applicants in the 8th or 9th grade were randomly assigned to their high schools' academy or any other high school program. The evaluation found, as of the year after scheduled high school graduation, that although the career academies enhanced the high school experiences of their students in ways that were consistent with the reform's short-term goals, these positive effects did not translate into changes in high school graduation rates or initial transitions to postsecondary education and jobs. Other key findings included: (1) the academies had little influence on course content, classroom instructional practices, and standardized test scores; (2) for students at high risk of dropping out, the academies increased the likelihood of staying in school through 12th grade, improved attendance, and increased number of credits earned;

NOTE- 19p.; Part of the Collaborative Widening Participation project among Coventry and Warwick Universities and University College Worcester. Funded by Worcestershire Lifelong Learning Partnership. For the second "Community Voice" publication, see CE 083 048.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Students; Classroom Techniques; Computer Literacy; Course Content; Developed Nations; Educational Attitudes; Focus Groups; Foreign Countries; High School Equivalency Programs; Literacy Education; *Participant Characteristics; Postsecondary Education; Publicity; School Holding Power; Student Attitudes; *Student Educational Objectives; *Student Motivation; *Student Recruitment; Tutoring; Tutors; Use Studies

Thirteen focus groups including approximately 70 people were conducted at University College Worcester and the Worcestershire Lifelong Learning Partnership in England to determine the participants' attitudes toward the educational programs provided and the best ways to reach them and encourage them to engage in learning. The majority of those in the focus groups were engaged in initial-level courses. Most of the participants had learned about the courses through friends or other trusted people, while a few had read about them in newspapers or other printed materials. Many people had joined courses because they were at a point in their lives when they wanted to make changes or wanted more skills in order to gain employment. They were most likely to attend local courses in familiar surroundings. Although most initially wanted 10-week courses, once they had taken them, they wanted longer courses, since they were just beginning to feel comfortable. Day and evening courses were about evenly preferred, as long as childcare was provided; weekend courses were not popular. The participants overwhelmingly wanted to learn computer skills; other desired learning subjects included childcare, physical fitness, and basic skills. A good tutor, low cost, and interaction with other students were attributes of good courses, participants said. The study concluded that there is a need for accurate information about available courses and support for learning so that potential participants feel comfortable returning to education. Recommendations for follow-up studies are also included. (KC)

ED 463 430 CE 083 071

Vocational Education and Training in Small Rural School Communities.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 01
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; Case Studies; *Curriculum Development; Developed Nations; Foreign Countries; Instructional Leadership; Job Training; *Partnerships in Education; Postsecondary Education; Rural Areas; *Rural Schools; *School Business Relationship; School Community Relationship; Secondary Education; *Small Schools; Trainees; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Australia

A study documented factors associated with the operation of

manifestations (persistence, goodness of fit, learned creativity, social network providing support). Practices to assist persons with LD gain and maintain employment are accurate self knowledge; world-of-work knowledge; self-efficacy enhancement; self-advocacy skills; job search skills; and development of personal qualities. Programs illustrating them are Pathways to Satisfaction; Fashion Institute of Technology career development support for students with LD; and Life Development Institute's SCANS-based transition-to-postsecondary program. (Contains 14 references.) (YLB)

ED 463 447   CE 083 130

Duckenfield, Marty
Tips for Use in Teacher Education. The Linking Learning with Life Series.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 01
NOTE- 22p.; Funded as part of the Learn and Serve America program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Literature; Community Cooperation; Dropout Prevention; Dropouts; Education Work Relationship; Elementary Education; Environmental Education; Higher Education; Instructional Materials; *Integrated Curriculum; Intergenerational Programs; Leadership Training; Parent Participation; Preservice Teacher Education; *Program Administration; School Community Relationship; *Service Learning; Student Financial Aid; Student Participation; *Teacher Education; *Teacher Education Curriculum; Teacher Educators; Youth
IDENTIFIERS- Character Education

This booklet contains suggestions to assist educators in using the "Linking Learning With Life" books relevant to all levels of service learning and, particularly, to use in teacher education programs. The guidebooks are grouped into five sections. Each section represents a different subject area relating to teacher education. For each subject area, annotated descriptions of the contents and applications of relative guidebooks in the series are provided. Section 1 includes these guidebooks that address issues related to administration of effective service learning: Administrator's Guide to Service Learning; Connecting Communities Through Service Learning; Converging Streams; Digging for Buried Treasure; Igniting the Flame; and Parent Involvement in Service Learning. Section 2 covers these guidebooks relevant to curriculum integration: Oral History; Reflection; School to Work to Life; Take a Class Outdoors; and Tales That Teach. Section 3 describes these guidebooks that support youth involvement in somewhat nontraditional service learning leadership opportunities: Athletes off the Field; Giving Youth the Power and the Money; and Youth Consultants. Section 4 has these guidebooks relating to special topics in service learning: Service Learning and Character Education; Hooking Out-of-School Youth through Service Learning; off Their Rockers into Service; and Students Serving Students. Section 5 includes these guidebooks for teacher educators as they develop and expand service learning at their institution: Partners in Prevention; Service Learning and Teacher Education; and Developing Leadership in Faculty and Students. (YLB)

Directors.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Action; Community Health Services; *Comprehensive Programs; Counseling; Cross Cultural Training; Delivery Systems; *Females; *Health Needs; Intercultural Communication; *Mental Health; *Minority Groups; *Substance Abuse
IDENTIFIERS- *People of Color

Since women are more likely than men to experience co-occurring mental health and substance abuse problems, they have a greater need for comprehensive treatment models. Additionally, women of color often have less access to routine medical care where early diagnosis and intervention can be done, so their mental health and substance abuse problems are often more developed and complicated. Culturally sensitive social service practice is believed to increase many aspects of care including mutual communication, utilization of services, treatment effectiveness, and consumer satisfaction. Following background information on the problem of mental health disorders and substance abuse addictions in minority women, a discussion is included on the stigma surrounding women of color who have mental health or substance abuse problems. Service delivery and treatment program issues are reviewed followed by action steps communities can take to help address these problems. (Contains 88 references.) (JDM)

ED 463 466 CG 031 603

A Cultural Competency Toolkit: Ten Grant Sites Share Lessons Learned.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 01
NOTE- 245p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asian Americans; Blacks; Client Characteristics (Human Services); Community Action; *Community Health Services; Counseling; Cross Cultural Training; *Cultural Pluralism; *Demonstration Programs; Health Needs; Innovation; Intercultural Communication; *Mental Health; Mentors; *Outreach Programs; Program Descriptions
IDENTIFIERS- *Cultural Competence

For organizations providing support to mental health consumers, "cultural competency," or the ability to reach out effectively and appropriately to individuals of different cultural backgrounds, is central to meeting the needs of a diverse community. The Cultural Competency Initiative, which was launched in the year 2000, assisted consumer supporter organizations by providing funding and technical assistance as well as by disseminating information about innovative minority outreach programs. Each chapter of this toolkit provides an overview of one of ten model programs. Project goals and implementation plans are shared, project leaders share their expertise, and program materials are included in each chapter's appendices. The National Consumer Supporter Technical Assistance Center hopes that this information will assist other explaining the role of school counselors and comprehensive school counseling programs are also included. (GCP)

ED 463 488 CG 031 653

Sandoz, Jeff
The Freshman Odyssey: Classical Metaphors for Counseling College Students.
PUB DATE- 02
NOTE- 28p.; Paper presented at the Annual Meeting of the American Counseling Association (New Orleans, LA, March 22-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; *Counseling Techniques; Counseling Theories; Higher Education; Life Events; *Metaphors; *Mythology; *Student Adjustment
IDENTIFIERS- *Campbell (Joseph); *Greek Mythology

This paper highlights the use of analogies and metaphors in counseling sessions with a focus on the college freshman experience as a living, contemporary example of how clients may experience mythic themes in their lives. Drawing from the ideas of Joseph Campbell, characters found in classical Greek mythology, as well as contemporary myths as revealed in literature and movies, this paper explains how myth, regardless of culture of origin or temporality, can be used by counselors as a metaphor for the student's everyday challenges in living. The elements of myth, including classical and modern examples of myth, are explained. Appreciation for the applicability of myth as metaphor is explained using contemporary myth and situations in which mythic themes are readily evident, such as the college freshman experience and the graduate school experience. (GCP)

ED 463 489 CG 031 655

A Provider's Introduction to Substance Abuse Treatment for Lesbian, Gay, Bisexual, and Transgender Individuals.
PUB DATE- 01
NOTE- 213p.; Pages 12 and 13 with Exhibit 1-1: Coleman's Assessment Tool "Assessment of Sexual Orientation" (Eli Coleman, 1987), are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Role; *Bisexuality; Clinical Diagnosis; *Counseling Services; Counseling Techniques; *Homosexuality; *Lesbianism; *Program Development; Sexual Orientation; *Substance Abuse
IDENTIFIERS- Transsexuals

This document seeks to inform administrators and clinicians about appropriate diagnosis and treatment approaches that will help ensure the development or enhancement of effective lesbian-, gay-, bisexual-, and transgender (LGBT)-sensitive programs. Serving as both a reference tool and program guide, it provides statistical and demographic information, prevalence data, case examples and suggested interventions, treatment guidelines and approaches, and organizational policies and procedures. Section one provides an introduction and includes information on sexual intervention, and intensive interventions in a manner that will help schools improve long-term academic, behavioral, social, and emotional outcomes for all students and their families. This guide identifies mechanisms for implementing the plan, the "Schoolwide Team and the Student Support Team," and also describes the processes that these teams can employ to improve school safety. Finally, the guide provides information about technical assistance centers and evidence-based resources that schools can draw upon to develop a comprehensive plan that addresses the particular needs and builds upon the strengths of their school and their community. A list of relevant Web sites and organizations, as well as an index, are provided. (Contains 63 resources.) (GCP)

ED 463 511 CG 031 686

Foster, Lisa
Effectiveness of Mentor Programs: Review of the Literature from 1995 to 2000.
PUB DATE- 01
NOTE- 45p.; "Prepared at the Request of Senator Dede Alpert, Chair, Senate Select Committee On Family, Child and Youth Development."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Children; *Community Involvement; Elementary Secondary Education; Interpersonal Relationship; Literature Reviews; *Mentors; Models; *Program Effectiveness; Teacher Student Relationship; Youth; *Youth Programs

There is considerable literature to indicate that mentoring relationships support the healthy development of children and youth by reducing risky behaviors, and the number of mentoring programs has increased dramatically in recent years. This California Research Bureau report examines the research literature evaluating the effectiveness of mentoring programs during the past 5 years. The report notes that the traditional one-to-one, community-based friendship program that emphasizes building youth-adult relationships and developing personal skills is the most common mentoring model. However, current programs encompass a range of alternative designs. These include programs that provide one mentor for a group of children, online mentoring programs, and programs offered at specific sites such as schools. School-based programs are the most common, and rapidly expanding, type of site-based mentoring. The report includes descriptions of several mentoring models and evaluation findings from a variety of these programs. (Contains 83 references.) (GCP)

ED 463 512 CS 014 599

Williams, Claudette H.
The Reading Excellence Program: Components of a Model for Delivering Tutorial Assistance in Reading for At-Risk Students.
PUB DATE- 02
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *High Risk Students; *Models; Parent Participation; Program Descriptions; Reading Achievement; *Reading Improvement; Standardized Tests; *Tutoring; Volunteers

Summary; Program Overview; Program Implementation; The Reading Recovery Lesson; Reading Recovery Coverage in Maine, 1997-1998; Program Evaluation Results; Maine Stanine Scores for the Observation Survey; Recommendations; Rubric for Assessing a School's Operation of Reading Recovery; and Training Sites in Maine. (Contains 16 figures and 5 tables). (NKA)

ED 463 532 CS 510 858

Lysy, Daria C.; Moore, Paula F.; Bamford, Rosemary A.
Reading Recovery R Qualitative Summaries Report for Maine, 1997-1998.
SPONS. AGENCY- Maine State Dept. of Education, Augusta.
PUB DATE- 98
NOTE- 12p.; For full "State of Maine Reading Recovery R 1997-1998 Report and Evaluation" supplements, see CS 510 857.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Early Intervention; *Parent Attitudes; Primary Education; *Program Effectiveness; Public Schools; *Reading Programs; Remedial Programs; State Programs; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- Administrator Surveys; *Maine; Parent Surveys; *Reading Recovery Projects; Research Summaries

The purpose of this report is to identify the attitudes of parents, administrators, and teachers about the Reading Recovery R program in Maine. The report provides samples of comments and quality ratings as assessed by the standard annual survey forms and supplements the full State of Maine Reading Recovery R 1997-1998 Report and Evaluation. It states that, as part of program evaluation for Reading Recovery R in Maine, parents, administrators, Reading Recovery R teachers, and classroom teachers responded to open-ended survey questions and rated the program along dimensions of quality. It reports that the attitudes about the Reading Recovery R program were very positive. (NKA)

ED 463 533 CS 510 859

Moore, Paula; Lysy, Daria C.; Bamford, Rosemary; Cook, Laura
A Look at Reading Recovery Programs in Maine Schools: A Supplement to the State of Maine Reading Recovery Report and Evaluation, 1997-1998.
SPONS. AGENCY- Maine State Dept. of Education, Augusta.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; Early Intervention; Grade 1; High Risk Students; *Literacy; Outcomes of Education; Primary Education; *Program Implementation; Public Schools; Questionnaires; *Reading Programs; Remedial Programs; *State Programs; Student Educational Objectives; *Teacher Attitudes
IDENTIFIERS- *Maine; *Reading Recovery Projects

In an effort to discover how Maine schools are operating their Reading Recovery (RR) programs, Maine Reading Recovery teachers provided information related to school-level implementation. Although completion of the Maine data forms was optional, three-fourths of the 346 Maine RR teachers completed the forms. Two types of implementation data were collected: teacher data (questionnaires) and student data (questionnaires about RR students completed by teachers). This report presents the value and difficulty of teaching English. The voices in this volume represent an eclectic rather than a comprehensive group of teachers and scholars, some familiar, some perhaps less so, who draw from their experiences in secondary and postsecondary English classrooms to examine the question of the relevance of their work to the lives of their students. After an introduction: "The (Ir)relevance of English at the Turn of the Millennium" (Robert P. Yagelski), essays in Section I, Contexts: American Culture and the Study of English, are: (1) "The Academic Language Gap" (Gerald Graff); (2) "When the Multicultural Leaves the Race: Some Common Terms Reconsidered" (Victor Villanueva); (3) "It's Not an Economy, Stupid! The Education-as-Product Metaphor as Viewed from the English Classroom" (Scott A. Lecnard); (4) "Literacy, Gender, and Adolescence: School-Sponsored English as Identity Maintenance" (Margaret J. Finders); (5) "On the Business of English Studies" (Stephen M. North); and "Exchange: Economies, Politics, and English Studies" (Finders, North, Leonard, and Villanueva). Essays in Section II, Changes: English Classrooms in an Evolving World, are: (6) "The High School English Teacher: A Relevant Member in a Good Tribe" (Donald L. Tinney); (7) "Promoting a Relevant Classroom Literacy: Personal Growth and Communal Action in a Middle Grades Curricular Development Project" (Sarah Robbins, with Mary Miesiaszek and Beth Davis); (8) "Women in Mind: The Culture of First-Year English and the Nontraditional Returning Woman Student" (Patricia Shelley Fox); (9) "Community College English: Diverse Backgrounds, Diverse Needs" (Kathleen R. Cheney); (10) "The Relevance of Paulo Freire on Liberatory Dialogue and Writing in the Classroom" (Christina Kirklighter); (11) "Surviving Intact: African American Women Negotiating Scholarly Identities through Graduate School Writing" (Juanita Rodgers Comfort); and "Exchange: Literacy, Classrooms, and Students' Lives" (Fox, Tinney, Kirklighter, Cheney, Robbins, Comfort). Essays in Section III, Futures: English Studies for the New Millennium, are: (12) "The Future of English Studies Made Personal, or, The Subversive Act of Teaching Well" (Valerie Hardin Drye); (13) "Cybrarians and Scholars in the New English Classroom" (Ted Nellen); (14) "The Past and Future of (Two-Year) College English Studies" (Mark Reynolds); (15) "Enacting Cultures: The Practice of Comparative Cultural Study" (Paula Mathieu and James J. Sosnoski); (16) "Critical Technological Literacy and English Studies: Teaching, Learning, and Action" (Richard J. Selfe and Cynthia L. Selfe); (17) "The Plural Commons: Meeting the Future of English Studies" (Kathleen Blake Yancey); and "Exchange: Language, Technology, and the Future of English Studies" (Drye, Reynolds, Mathieu, Sosnoski, R. Selfe, and Yancey). Contains an afterword by Richard M. Ohmann. (RS)

ED 463 553   CS 510 967

Seago-Tufaro, Cynthia
The Effects of Independent Reading on Oral Reading Fluency and Comprehension.
PUB DATE- 02
NOTE- 42p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Grade 2; *Independent Reading; *Instructional Effectiveness; *Oral Reading; Primary Education; *Reading Achievement; *Reading Comprehension; Reading Research
IDENTIFIERS- *Reading Fluency

This study's purpose was to determine if the amount of time spent

IDENTIFIERS- Reform Efforts; *Southwest Educational Development Laboratory

School finance issues are of paramount concern to all levels of the education system of the Southwestern Region of the United States. As expectations rise for students and teachers to perform at higher levels and for schools to guarantee the success of all students, the question of how best to support this reform through fiscal measures becomes even more critical. This study, conducted by the Southwest Educational Development Laboratory, will examine fiscal resource allocation in relation to student performance in public school districts across this region. It will be designed to answer the following four questions: (1) What are the expenditure patterns over time in school districts across varying levels of student performance? (2) How do improving school districts allocate their financial resources? (3) What allocation practices have improving school districts implemented that they identify as innovative and effective? (4) What barriers and challenges have improving school districts faced in allocation practices? The results of this study will provide state and local decision-makers with information and strategies for improving the allocation of financial resources to support greater student success. Appendix A includes a data-sources matrix, interviewer guidelines, focus-group guide, letter to survey recipients, and sample survey. (Contains 41 references.) (RT)

ED 463 574 EA 031 573

Supovitz, Jonathan A.; Poglinco, Susan M.
Instructional Leadership in a Standards-Based Reform.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Standards; Elementary Secondary Education; *Instructional Leadership; *Principals
IDENTIFIERS- *Reform Efforts

This document is an external evaluation report on the America's Choice School Design. The design is a K-12 comprehensive school-reform model focusing on raising academic achievement by providing a rigorous standards-based curriculum and safety net for all students. Its essential principles and tools include high expectations for student performance, an initial focus on literacy, a common-core curriculum, standards-based assessments, a distributed school leadership structure, safety nets, and a commitment to teacher professionalism. Data for this report came from interviews with nine principals who implemented the design at their schools. Developing a community of instructional practice is discussed, including the need for creating a safe environment for teachers, for emphasizing collaboration and communication, and for creating a framework of accountability. Suggestions are also given for principals in observing instruction, developing content knowledge, facilitating teachers' content knowledge, and becoming a supporter and service provider to teachers. By developing an organizational emphasis on instructional improvement, principals can demonstrate how schools can attain the instructional emphasis that leads to notable improvement in student performance. (RT)

ED 463 575 EA 031 574

Wright, Richard K.

Development; *Exceptional Child Research; Hyperactivity; Parent Child Relationship; *Predictor Variables; Preschool Education; Primary Education; Research Reports; *Screening Tests; Social Development; Toddlers
IDENTIFIERS- University of Miami FL

A major aim of this study was to determine if Attention Deficit Hyperactivity Disorder (ADHD) type behaviors observed at the age of 30 months in low birth weight children are predictive of ADHD and school difficulties at 5 and 8 years of age. Three major questions were addressed: (1) Do children who exhibit ADHD characteristics at 30 months differ from children without those characteristics with respect to initial status variables, cognition, parent report of problem behaviors and initial response to early intervention? (2) What is the relative contribution of ADHD symptomology observed at 30 months, parent reports of child behavior, and the home environment to prediction of child behavior problems at 5 and 8 years of age? (3) Are children who exhibit ADHD symptomology at 30 months more likely to receive special services at 5 and 8 years of age than children who did not exhibit these behaviors? In the study, 711 videotapes of mother-child interactions during 8 minutes of free play were coded for ADHD symtomotology. Factor scores derived from the ADHD Observational Rating Scale (ADHD-ORS) were used to predict two outcome variables, mother's report of physician diagnosis of ADHD and/or grade retention. Results indicate that ADHD-like behavior can be observed at this young age during interactions. The inattentiveness factor predicted both physician diagnosis and school difficulties. These findings support the ability of the ADHD-ORS to predict the likelihood of ADHD behaviors and suggest that the scale can be used as a screening tool to identify young children in need of further assessment. Earlier identification of children with ADHD can lead to greater understanding of child needs and the adoption of environmental, behavioral, and medical interventions to manage symptoms and facilitate learning. The project's management chart, a financial status report, and 10 examples of manuscripts and PowerPoint presentations of the project's findings are included. (SG)

ED 463 595 EC 308 885

Behrmann, Michael; Jerome, Marci Kinas
Assistive Technology for Students with Mild Disabilities: Update 2002. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.; Digest number E623.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Assistive Devices (for Disabled); *Computer Assisted Instruction; *Educational Technology; Elementary Secondary Education; Internet; *Mild Disabilities; Notetaking; Writing Skills
IDENTIFIERS- ERIC Digests

This digest discusses six identified areas of instruction in which assistive technology can aid students with mild disabilities. It begins by discussing how assistive technology can help the student's organization. Low-tech solutions are explained, including teaching students to organize their thoughts or work using flow-charting, task analysis, webbing, unit's content and the unit's focus. Key prerequisite skills for the students are also listed in this guide. A suggested order of nine teaching events for the unit is given in a scope and sequence chart. These nine events include: determining present level; introducing the concept; presenting vocabulary; conducting initial learning activity; presenting concepts and examples; addressing common errors; reinforcing skills; summarizing the lesson; and administering a posttest. Answer keys for the quizzes and activities sheets are also included. Appendices in the teacher's guide contain a chart describing standards and benchmarks. The student guide contains vocabulary lists, explanation of content, and practice exercises designed to evaluate comprehension. (CR)

ED 463 614   EC 308 911

Millar, Diane C.
Exemplary Practices in Writing Instruction for Young Children Who Use Augmentative and Alternative Communication.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 01
NOTE- 148p.; Prepared by the Department of Communication Disorders, Pennsylvania State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Augmentative and Alternative Communication; Developmental Disabilities; Elementary Education; *Instructional Effectiveness; *Mental Retardation; *Teaching Methods; *Writing Instruction; Writing Skills; *Writing Workshops

Two single subject multiple probes across subjects research studies were conducted to evaluate the effectiveness of two instructional writing programs. The objective of the first study was to determine the effect of an instructional program on the selection of initial letters of words by 3 children with developmental disabilities (ages 7-10) who used augmentative and alternative communication (AAC). The writing instructional program included direct instruction in letter-sound correspondence and selection of initial letters of words, and a writing workshop-type of activity to provide instruction in writing tasks. Two of the 3 children were successful in the acquisition of the target skill, maintained use of the skill at least 1 month following instruction, and demonstrated some generalization. The goal of the second study was to determine the effect of an instructional program on the selection of final letters of words by 2 children with developmental disabilities (age 10) who used AAC and who had mastered the selection of initial letters of words. The instructional program included direct instruction in the selection of final letters, a review of the selection of initial letters, and a writing workshop-type of activity. Both participants were successful in acquiring the target skill. Appended are the following items from Study 1 and Study 2, respectively: Organization of words for Instructional Stimuli and Probes; The Instructional Program--Initial Letter; and Sample Data for Selection of Initial Letter in a Writing Task. (Contains 57 references.) (Author/CR)

ED 463 615   EC 308 912

Ohio Students Identified as "Other Health Handicapped."
PUB DATE- 02

*Federal Legislation; Hazardous Materials; Hearings;
*Pesticides; School Safety
IDENTIFIERS- Amendments; Congress 107th

This document is comprised of statements and materials submitted to a hearing on the school pesticide provision included in a Senate amendment to House Resolution 1 (H.R. 1), the Elementary and Secondary Education Act. The hearing was held July 18, 2001, before the Subcommittee on Department Operations, Oversight, Nutrition, and Forestry of the Committee on Agriculture. Included in the document are: (1) opening statements from congressional representatives; (2) statements from expert witnesses (executive director of the National Coalition Against the Misuse of Pesticides, president of the National Association of Agriculture Educators, representatives of the National School Boards Association and the National Association of School Administrators, president of the American Crop Protection Association, and a senior entomologist representing the American Mosquito Control Association); and (3) submitted materials from other experts. (EV)

ED 463 636 EF 006 064

McCall, H. Carl
School Construction and Building Aid: An On-Again, Off-Again Priority.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; *Financial Problems; Government School Relationship; Public Policy; School Buildings; School Construction; *State Aid; State Government
IDENTIFIERS- *New York

This report from the New York State Comptroller's Office details problems with the State's approach to school facilities in recent years, describes why serious physical deficiencies remain unaddressed despite greatly increased spending, and makes recommendations for improvement. The report concludes that state policy for school facilities has vacillated in recent years, leaving an area where long-term planning and a consistent approach are most needed without either. Recommendations include: (1) ending annual manipulations to funding; (2) new approaches to creating classroom space, including public-private partnerships, leaseback agreements, and shared-use facilities; and (3) changes to New York City's financing arrangements. (EV)

ED 463 637 EF 006 065

A Report on the Design and Construction of the University of Massachusetts Computer Science Center.
PUB DATE- 01
NOTE- 109p.; Robert A. Cerasoli, Inspector General.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bids; *College Buildings; Construction Costs; *Construction Management; Construction (Process); Contracts; *Design Build Approach; Educational Facilities; Higher Education
IDENTIFIERS- *University of Massachusetts Amherst

This report describes a review conducted by the Massachusetts Office of the Inspector General on the construction of the trainee teachers by highly experienced teachers or specialists. This training helps trainees acquire a particular body of knowledge about JSL, and hopefully through this approach, teaching methods that are commonly perceived to be correct will be taught and practiced. Recently, because the variety of Japanese language students has increased, there has been a growing need to consider students' needs and purposes of study in curriculum design. Consequently, teachers have had to develop and modify their teaching methods to suit these more diverse needs. The paper suggests that in order to promote prospective teachers' creativity and thinking skills, a new direction is needed for teacher development through critical reflection and collaboration. The author has been involved in Japanese language teacher education in a night course for adults. In the teaching methodology and practicum classes, trainee teachers have been gradually increasing their autonomy as individuals through opportunities for self-directed reflective practice and in collaboration with fellow trainees through post-practice mutual evaluations. This paper discusses this teacher training practice in relation to a reinterpretation of autonomy theory from learner autonomy toward teacher autonomy. (SM)

ED 463 658 FL 027 221

Freeman, Yvonne S.; Freeman, David E.
Closing the Achievement Gap: How To Reach Limited-Formal-Schooling and Long-Term English Learners.
PUB DATE- 02
NOTE- 162p.; With Sandra Mercuri.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Adult Learning; *English (Second Language); Immigrants; Language Proficiency; *Limited English Speaking; Scaffolding (Teaching Technique); *Teaching Methods; Thematic Approach
IDENTIFIERS- Achievement Gap

This book reviews the research on effective practices for older English learners. It is intended for teachers, program directors, resource personnel, and administrators who are attempting to meet the needs of older English learners who come to school with limited formal schooling experiences. The book shows how three teachers have put theory into practice to reach their older English learners and help them close the achievement gap. These teachers organize curricula around themes, use predictable classroom routines, and scaffold instruction in a variety of ways. This book features the following: the four keys for school success for older English learners; clear distinctions among the types of older English learners in the schools, with examples of students from each category; a discussion of the kinds of language proficiency older English learners need; a review of the latest research on effective practices for older English learners; detailed descriptions from the classroom of the three teachers; and professional extension activities to help readers apply the information in this book to their own educational settings. (Contains 78 literature references and 110 professional references.) (SM)

ED 463 659 FL 027 222

metaphor) and its Spanish counterpart, "Al hombre se le conquista por el estomago" (war metaphor). Both central metaphors entail a number of perceptual, behavioral, and cognitive tasks that constitute the Western romance model. The paper discusses why English uses a journey metaphor, in contrast to the Spanish war metaphor, to experience the same (normal) causal order, where events lead to perception, thoughts, feelings, wishes, intentions, and acts. It proposes that both English and Spanish encode the conceptualization of a given shared reality, i.e. male/female prototypical behavior, by emphasizing the establishment of projections into metonymic principles that originate central metaphors, which vary from one language to another. To support this, the paper suggests the analysis of both metaphors in three stages, conceptual structure, application of the cognitive model, and the prototype scenario. (Contains 13 references.) (Author/SM)

ED 463 678 HE 034 772

State Issues Digest, 2002.
PUB DATE- 02
NOTE- 27p.; For the 1998 edition, see ED 421 036.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; *Economic Factors; *Educational Finance; Financial Support; *Higher Education; *Public Colleges; State Programs
IDENTIFIERS- *State Issues

This report looks at higher education policy issues that are taking shape at the state level and provides data on key trends and indicators. The first section presents findings from the 2001 State Issues Survey. Topics discussed include: fiscal issues; governance/management; economic development; academic issues; distance education; and relationship issues between educational institutions and state entities. The second section gives a state fiscal update for fiscal year 2002, focusing on the drop in economic activity following the September 11 terrorist attacks. Discussed are the economy; impact on state finances (revenue, expenditures, remedies for shortfalls); what the economic downturn and tight state budgets mean for higher education; and what is next for state legislatures and state colleges and universities (looking ahead to fiscal year 2003). The third section presents key higher education indicators that may help to inform or enrich policy. The indicators include: finance; demand (enrollment); population projections; public and policymaker perceptions; and institutional responsiveness. Data in the three sections are presented in tables and figures. (KN)

ED 463 679 HE 034 789

Safety in Study Abroad Programs. Hearing before the Subcommittee on Oversight and Investigations of the Committee on Education and the Workforce. House of Representatives, One Hundred Sixth Congress, Second Session.
PUB DATE- 00
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Safety; *College Students; Hearings; Higher Education; *International Education; Program Evaluation; School

location. Survey statements were worded using language from the Southern Association of Colleges and Schools Criteria for Accreditation, and responses indicated a high degree of satisfaction with academic program and student services. For about one-third of the survey statements, there were no differences between South Florida and other students. For another third, South Florida students offered higher mean ratings than their counterparts, and for the final third, the students from other areas offered higher mean ratings. The paper discusses some strategies for increasing student satisfaction. An appendix contains the survey. (Contains 10 tables and 2 references.) (SLD)

ED 463 702 HE 034 821

MacFarland, Thomas W.
Students in Nova Southeastern University's Farquhar Center for Undergraduate Studies: Comparison of Students in the College of Professional and Liberal Studies and Their Counterparts in the College of Career Development.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; *Career Education; *College Students; Comparative Analysis; Demography; Higher Education; Minority Groups; Place of Residence; *Student Characteristics
IDENTIFIERS- *Nova Southeastern University FL

The purpose of this study was to identify demographic and other relevant distinctions between students at the College of Professional and Liberal Studies (PALS) at Nova Southeastern University's Farquhar Center for Undergraduate Studies and the University's College of Career Development (Career). PALS serves traditional undergraduate students, while Career meets the needs of the adult learner, with most classes offered on the weekends throughout Florida and at selected international sites. The study confirms that there are many differences between these two groups of students. Career has a higher representation of female and minority students, a higher rate of part-time enrollment, more students who are older, and a higher rate of students who select majors directly related to direct career opportunities. There is a dominant representation of permanent residents of Broward County, Florida, at PALS, but only 988 of all 3,372 Career students are permanent residents of Broward County. An appendix contains the data tables. (Contains 11 tables.) (SLD)

ED 463 703 HE 034 822

MacFarland, Thomas W.
Post-Baccalaureate Education at Nova Southeastern University.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); *Faculty Workload; Graduate Students; *Graduate Study; Higher Education; *Part Time Faculty
IDENTIFIERS- *Nova Southeastern University FL

One of the recommendations of the Visiting Committee of the Southern Association of Colleges and Schools to Nova specialties of the two institutions: food science and agribusiness at PSU and food marketing at SJU. This paper discusses how this unique partnership began, what it was hoped would be accomplished, how the parameters evolved, the educational and information technology used to support the joint efforts, what was learned about both educational partnerships and technology during three years of working together, and next steps for the future. (MES)

ED 463 723 IR 021 142

Prestera, Gustavo E.; Moller, Leslie A.
Facilitating Asynchronous Distance Learning: Exploiting Opportunities for Knowledge Building in Asynchronous Distance Learning Environments.
PUB DATE- 01
NOTE- 16p.; In: Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, TN, April 8-10, 2001); see IR 021 138. Reference list contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; *Cooperative Learning; *Distance Education; Higher Education; *Instructional Design; Teacher Competencies; *Teacher Role; Teaching Methods
IDENTIFIERS- *Facilitators; Learning Communities; *Learning Environments

Computer mediated communication tools enable today's distance learners to engage in collaborative problem solving, threaded discussions, and peer tutoring through asynchronous distance learning environments. This paper suggests that these are best accomplished by establishing virtual learning communities, which break down traditional instructor-as-transmitter, learner-as-receiver roles and instead promote a more learner driven environment. In virtual learning communities, members share mutual responsibility for each other's learning. Instructional strategies for facilitating online distance learning are identified and discussed, including: instilling ownership through individualized content, projects, and assessments; making meaningful connections through goal-based exploration of content; collaborating through learning communities; encouraging reflection through moderated discussions; and representing complex knowledge structures through concept mapping. These strategies call for instructors to play a more facilitative role in the learning environment. Five facilitator roles are discussed: that of a guide, mentor, catalyst, coach, feedback-giver, and resource provider. These roles give rise to several new competency requirements for online instructors. (Contains 46 references and 4 figures.) (Author/MES)

ED 463 724 IR 021 143

Knowlton, Dave S.
Promoting Durable Knowledge Construction through Online Discussion.
PUB DATE- 01
NOTE- 13p.; In: Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, TN, April 8-10, 2001); see IR 021 138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

challenges discovered in the first phase of research. The Evaluation Toolkit presented in this document is part of this second phase of work, and is a work-in-progress. The Toolkit is designed to aid teachers in assessing the impact of technology-rich activities on skills development, student learning, and media literacy. This product builds upon the national ISTE (International Society for Technology in Education), state, and local standards for general technology use by helping teachers determine how specific types of technology tools can be useful for promoting certain skills. The Toolkit currently focuses on five core areas of technology use commonly encountered in classrooms: Internet research; data collection and representation; live presentations; Web design; and illustrated reports. The Toolkit addresses the unique learning opportunities that each of these forms of technology use can bring to the classroom by first grouping the skills students must master within four categories: digital skills; media and meaning; point of view; and audience. Within these categories, the Toolkit gives teachers a sense of how student work might look at the beginning, intermediate, and advanced stages. Finally, the Toolkit moves from describing broad areas of skill and understanding to providing lists of specific skills that teachers might build into technology-rich lesson planning. The four pieces of the Toolkit (the Technology Affordances Matrix, the Conceptual Frameworks, the Checklists and the Evaluation Sample) are designed to work together to guide teachers through the process of planning, implementing, and evaluating technology-based lessons. (AEF)

ED 463 745   IR 021 167

Schofield, Janet Ward; Davidson, Ann Locke
Bringing the Internet to School: Lessons from an Urban District.
  The Jossey-Bass Education Series.
PUB DATE- 02
NOTE- 393p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; *Computer Uses in Education;
  *Educational Technology; Elementary Secondary Education;
  *Internet; School Districts; Urban Schools
IDENTIFIERS- *Access to Technology; *Technology Utilization

This book reports on a 5-year long project designed to: (1) bring Internet access to numerous schools and classrooms in an urban school district; (2) offer technical and collegial support to teachers' efforts to use the Internet in curricular activities the teachers had devised; (3) institutionalize the use of the Internet in district classrooms; and (4) investigate the results of these efforts. Findings indicated a large contrast between the mission of those who have shaped the Internet and educators who wished to use the Internet as a catalyst for change, as well as several positive and negative aspects to each side of this debate. Also included in the book are tips for how schools can get the most out of the Internet, such as: teach students effective search strategies; illustrate how to distinguish between information that is beneficial and that which is not; and teach students how to use the Internet responsibly. Contains name and subjects indexes. (Contains 265 references.) (MES)

ED 463 746   IR 021 168

Harvey, Anne L.

about 16% included the name of a person. Only 2% of the tittles contained a subtitle, and the mean subtitle was 4 words long. Few titles, about 10%, contained a noun or verb word found in another title. There was little significant change over time. Attached tables show the sample distribution by category, sample distribution by decade, title length by category, and title length by decade. (Contains 18 references.) (Author/MES)

ED 463 764 IR 058 447

Shim, Wonsik "Jeff"; McClure, Charles R.; Fraser, Bruce T.; Bertot, John Carlo
Data Collection Manual for Academic and Research Library Network Statistics and Performance Measures.
PUB DATE- 01
NOTE- 52p.; PowerPoint instructional modules are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Higher Education; Information Utilization; Internet; *Library Services; *Library Statistics; *Research Libraries; *Users (Information)
IDENTIFIERS- Electronic Resources; *Performance Indicators

This manual provides a beginning approach for research libraries to better describe the use and users of their networked services. The manual also aims to increase the visibility and importance of developing such statistics and measures. Specific objectives are: to identify selected key statistics and measures that can describe use and users of electronic and networked services; to standardize procedures and definitions to collect these statistics and measures; and to increase awareness of selected issues related to collecting, analyzing, and reporting the data to produce these statistics and measures. Definition, rationale, implementation, special considerations, and related issues are described for network statistics in the following categories: patron accessible electronic resources; use of networked resources and services; expenditures for networked resources and related infrastructure; and library digitization activities. Definition, rationale, implementation, special considerations, and related issues are also described for performance measures. Appendices include a list of statistics considered and forms for data collection. (MES)

ED 463 765 IR 058 448

Butler, John T.; Armeon, Rossana; Caron, Anne Hoffman; Stemper, James A.
User Evaluation Survey of Digital Reference Services: Methodology and Results.
SPONS. AGENCY- Bush Foundation, St. Paul, MN.
PUB DATE- 02
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Computer Mediated Communication; Computer Uses in Education; Higher Education;

ED 463 785 JC 020 292

College Profiles, 2001: Public Community and Technical Colleges of Texas.
PUB DATE- 01
NOTE- 85p.; For the 2000 college profiles, see ED 452 898.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assessed Valuation; *Community Colleges; *Educational Finance; Expenditures; Federal Aid; *Institutional Characteristics; *Public Colleges; Student Characteristics; Tax Allocation; Tax Rates; Two Year Colleges
IDENTIFIERS- *Texas

This document provides summary statistics for public community and technical colleges in Texas. It is divided into two sections. Section 1 contains comparative financial data for all public community and technical college districts and systems, including tax base, collections and total assessed tax rates; total education and general fund expenditures; and federal financial assistance. The totals of these financial data for all the districts and systems were reported as: net assessed valuation $488,267,571,287; taxes collected $471,135,909; education and general fund expenditures $2,086,396,166; and federal financial aid $383,453,870 (vocational education basic grant $29,213,593; tech-prep grant $6,091,797; Pell grant $201,417,088; and other $146,731,392). Section 2 provides a one page snapshot of summary statistics for each of the 74 colleges, including primary service area population; district assessed valuation and tax rate; district total education and general fund expenditures; total course-based remediation appropriations; faculty information (full-time vs. part-time); student characteristics (college and statewide comparison of total headcount; average age; and percentages of academic majors, technical majors, gender and ethnicity); full-time student equivalent (FTSE) enrollment by academic and technical programs and by in-district and out-of-district; number and levels of college technical programs offered; and college degrees and certificates conferred. (KP)

ED 463 786 JC 020 293

Indicators of Success in Achieving the El Centro College Goals, 1997-2000.
PUB DATE- 01
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; College Role; *Community Colleges; Curriculum Development; Education Work Relationship; *Educational Assessment; *Educational Objectives; Educational Technology; Enrollment; *Outcomes of Education; Partnerships in Education; Professional Development; Program Implementation; Student Attitudes; Transfer Programs; Two Year Colleges

This is a report on indicators of success in achieving community college goals at El Centro College (Texas). The report provides statistics from 1997-2000 and focuses on the progress of nine goals: (1) institutionalizing service beyond expectation--according to student satisfaction surveys, campus changes that have occurred between 1996 and 1999 have had very positive results; (2) implementing the agreed-upon program/discipline mix for the college--many of the recommended actions from 1998 screening prospective online students, the quality of online courses, and testing integrity. The author indicates that a follow-up study is going to be developed. (Contains 40 references and 14 tables.) (EMH)

ED 463 806   JC 020 322

Evaluation of the Summer 2000 Running Start Program.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Community Colleges; Educational Assessment; Enrollment; High Risk Students; *Minority Groups; *Program Evaluation; *Student Adjustment; *Student Attitudes; *Student Educational Objectives; Two Year Colleges
IDENTIFIERS- *Santa Barbara City College CA

This document discusses the summer 2000 Running Start Program at Santa Barbara City College (SBCC) (California), designed to assist high school students with limited financial resources in transitioning to college life and curricula. Thirty-seven students enrolled in the summer program. Thirty-four students (92%) completed it. Of those who completed the program, 27 students enrolled in SBCC in the fall. This group was composed of 27 female students and 10 male students, 78% of whom reported being Hispanic. The students were enrolled in four courses during the summer, which included a college orientation course, a career-planning course, a course on using the library, and an introductory computer macromedia course. Most students were successful in completing and passing these courses. The computer and career planning courses had the lowest rates of student success. Feedback from two student surveys indicated that students felt the program was helpful in the transition to college and that they would recommend the program to others; however, they felt the classes were too long and did not entirely suit their interests. Students expressed a desire to take more general education courses or classes related to their potential college major. Thirty-one students (84%) responded to the first survey, while 29 students (78%) responded to the second. The report indicates that the program will utilize student feedback to revise and improve the program. Contains tables with student demographics, course results, and survey responses. The appendix includes the survey instruments. (MKF)

ED 463 807   JC 020 323

Jefferson College Fall 2001 Factbook. Volume I. Student Characteristics.
PUB DATE- 01
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age; Community Colleges; Degrees (Academic); *Enrollment; Majors (Students); Minority Groups; *Outcomes of Education; Sex; *Student Characteristics; Student Records; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Jefferson College MO

This report from Jefferson College (Missouri) contains demographics and other statistics on its students. Highlights include: (1) In fall 2001, Jefferson had an enrollment of 2,027

McCabe, Jon
A Comparison of Education and General Expenditures at CUNY and Select Peer Institutions, FY 1990 to FY 1998.
PUB DATE- 00
NOTE- 37p.; Prepared by the University Budget Office.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Comparative Analysis; *Educational Assessment; *Educational Finance; *Expenditure per Student; Expenditures; *Financial Support; State Aid; Two Year Colleges
IDENTIFIERS- City University of New York

This document is a report on a comparison of unrestricted Education and General (E&G) expenditures at the City University of New York (CUNY) and other select universities, colleges, and community colleges between the 1990 and 1998 fiscal years. Unrestricted funding revenue is limited to public support and tuition. Revenue from private gifts, grants, contracts, endowment, educational service, and other auxiliaries were not included. The colleges and universities used for this comparison were chosen based on their Carnegie classification, urban mission, and student demographics. The report shows that spending at CUNY senior four-year colleges declined 13% ($132 million) between 1990 and 1998, even though total senior college enrollments showed a 6% increase, and community colleges enrollments rose 17% during the same time period. Results indicated that most senior colleges in the state are spending about $2,000 less per full-time equivalent student (FTES), while most CUNY community colleges are spending approximately $1,200 less per FTES. Colleges, community colleges, and universities in other states showed better expenditure increases compared with their CUNY counterparts. Six out of 11 national senior colleges in the comparison group showed an increase in expenditures during the decade, with five of the colleges displaying double-digit percentage gains. The report provides statistics and tables showing comparisons between colleges. (MKF)

ED 463 827 JC 020 343

Mishler, Carol
Fox Valley Technical College New Occupational Markets: Market Research Project Results.
PUB DATE- 99
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Demand Occupations; Education Work Relationship; Employment; *Employment Projections; Labor Force Development; *Labor Market; *Labor Needs; Partnerships in Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Fox Valley Technical College WI

This is a report on the results of a market research project conducted by Fox Valley Technical College (FVTC) (Wisconsin) to identify new occupational markets in the college's service area. The college scanned national job lists, employment databases, and northeastern Wisconsin employer advertisements. The college also surveyed employers in the district. Six lists of new potential occupational markets for FVTC students and

(25) child and adolescent nutrition and obesity; (26) education; (27) average daily membership in schools; (28) drop out incidences; (29) infants, toddlers, and preschoolers with developmental disabilities; (30) licensed child care facilities; (31) Head Start; (32) STARS (a system that tracks licensed child care providers); (33) poverty; (34) welfare reform; (35) "Kid Care" (state children's health insurance program); and (36) children with asthma. The factbook continues with a section on state and county profiles addressing selected demographic, education, child health, and well-being indicators for the period 1990-1999. The data indicate declining trends in low birth weight babies, child and youth population, births, and juvenile arrests for all crime types. Increasing trends are noted for the percent of babies born to single mothers, teen suicide, drop out rate, percent of children in single parent households, teen birth rate, and juvenile arrests for violent crime. The factbook concludes with information on advocacy opportunities. (SD)

ED 463 844   PS 030 254

Salley, Valerie
Kentucky Kids Count 2001 County Data Book: Families Count.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 287p.; For 1997 edition, see ED 417 863. No County Data Books were published between 1998-2000. Consortium also includes Kentucky Population Research and Kentucky State Data Center (University of Louisville), and Department of Rural Sociology and Resource Center for Families and Children (University of Kentucky). Additional funding provided by the National Council of Jewish Women-Louisville Section. Executive Summary is included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Neglect; *Children; *Counties; Dropout Rate; Early Parenthood; Elementary Secondary Education; Enrollment; Family Income; Family (Sociological Unit); Family Structure; Infant Mortality; Infants; Juvenile Justice; Labor Market; Mortality Rate; Parent Background; Population Trends; Poverty; Prenatal Care; *Social Indicators; Statistical Surveys; Tables (Data); Trend Analysis; Violence; *Well Being
IDENTIFIERS- Childrens Health Insurance Program; Food Stamp Program; *Indicators; *Kentucky; Medicaid; Supplemental Security Income Program

This Kids Count county data book is the eleventh in a series to measure the well-being of Kentucky's children and focuses on the vital role that families play in ensuring their children's success. Included at the beginning of this document is an executive summary of the databook providing an overview of the statewide data for six child and family indicators. Following the introductory remarks in the data book, a narrative section discusses trends over the past 20 years in the number of children, child living arrangements, family types, births, and child and teen deaths. In addition, trends are discussed for indicators grouped in five areas: (1) economic security, including child poverty, cost of living, unemployment rate, and number of recipients for various economic support programs; (2) student performance, including dropout rate, daily attendance rate, and academic achievement; (3) child care and early for subsidized care not covered by licensing, paying higher rates for higher quality care, and withdrawing subsidy from programs with records of repeated noncompliance. (KB)

ED 463 862 PS 030 277

An Examination of the Entertainment Industry's Efforts To Curb Children's Exposure to Violent Content. Hearing before the Subcommittee on Telecommunications and the Internet of the Committee on Energy and Commerce. House of Representatives, One Hundred Seventh Congress, First Session.
PUB DATE- 01
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Age Groups; *Children; Federal Legislation; Federal Regulation; Government Role; Hearings; *Mass Media Effects; *Parent Role; Video Games; *Violence
IDENTIFIERS- Congress 107th; *Music Industry

This hearing's transcripts compile testimony given before the Subcommittee on Telecommunications and the Internet of the Committee on Energy and Commerce on the entertainment industry's efforts to curb children's exposure to violent content, especially those of the music industry. The hearing began with statements from the chairman of the subcommittee and other legislators regarding the findings of the Federal Trade Commission's (FTC) April, 2001 report to Congress. Statements or testimony were then presented by: (1) the associate director of advertising practices for the Federal Trade Commission, who described the findings of 2 studies regarding the marketing of violent entertainment products to children and the status of the current review of advertising placements and disclosure of ratings information in advertising; (2) the president of Interactive Digital Software Association, who emphasized that most videogame players are over age 18 and that most games do not contain violent content, and also described the efforts of the videogame industry to regulate its marketing plans; (3) the president of the Motion Picture Association of America, who highlighted parental responsibility for guiding their children's entertainment selections, current satisfaction with the rating system developed over 30 years ago, and the industry's current marketing initiatives; (4) the president of the Recording Industry Association of America, who focused on efforts of the music industry to label music releases containing explicit lyrics with a parental advisory logo and responded to criticisms presented in the FTC reports; (5) a senior vice-president for Wal-Mart Stores, who presented information on Wal-Mart's policies regarding the types of products they carry and its age verification policy; and (6) the executive director of a national grass roots organization to inform the entertainment industry of unacceptable levels of violence in entertainment, who urged the subcommittee to do its part in stopping the marketing of violent entertainment to children. Following testimony and prepared statements, witnesses answered questions from the subcommittee members related to the lack of a consistent rating across entertainment media and the music industry's marketing of edited versus unedited products. Additional materials were submitted by the Video Software Dealers Association. (KB)

ED 463 863 PS 030 278

Blank, Helen; Behr, Andrea; Schulman, Karen

alcohol consumption, marijuana use, juvenile arrest rates, and juvenile delinquency cases. The second section of the data book includes indicator definitions and data sources. The remainder and bulk of the data book contains state and county profiles for the indicators, with comparison data for the current year and a baseline year. (SD)

ED 463 881   PS 030 300

Schwarz, Carolyn; Chavez, Elena; Imholz, Betsy; Lui, Earl
Healthy Kids Make Better Learners: A Guide to School-Based Enrollment in State-Sponsored Health Insurance Programs.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 01
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Child Advocacy; *Child Health; *Children; Elementary Secondary Education; *Enrollment; Financial Support; *Health Insurance; Health Services; *Outreach Programs; School Community Relationship; *State Programs
IDENTIFIERS- California

Recognizing the relationship between child health and success in school and the importance of health insurance in remaining healthy, the Healthy Kids, Healthy Schools project of Consumers Union works to connect children in schools with California's state-sponsored health insurance program. This guide provides ideas on how a school and community can participate in enrolling children in Healthy Families and the Medi-Cal for Children programs. Chapters 1 and 2 of the guide present several methods for school-based outreach and enrollment, including working with Food Service Directors and the School Lunch Program to send information home to families, hiring a health coordinator for the district, and training youth to talk to their peers about the programs. Chapter 3 provides information on providing follow-up with families to ensure that they understand how their children's insurance works. Chapter 4 focuses on funding and how schools can access money to support their programs, including resources through the state as well as foundations. Chapter 5 offers suggestions to help schools and community groups in joining forces to ensure means of promoting Healthy Families and Medi-Cal for Children. Chapter 6 provides basic information on legislative and budget processes and ideas for advocacy. Twelve appendices include sample materials and a list of principles for strategic advocacy. (KB)

ED 463 882   PS 030 301

Pianta, Robert
School Readiness: A Focus on Children, Families, Communities, and Schools. The Informed Educator Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)

NAME Project. Research Highlights 42."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Caregiver Training; Case Studies; Clinical Teaching (Health Professions); Competence; Core Curriculum; Curriculum Development; Drug Education; Drug Therapy; Educational Improvement; *Educational Needs; *Educational Practices; Educational Principles; Educational Research; Employment Qualifications; Foreign Countries; Health Services; Higher Education; Influences; Instructional Development; Job Skills; Lifelong Learning; Literature Reviews; National Surveys; Needs Assessment; Nurses; *Nursing Education; *Patient Education; *Pharmacology; Professional Continuing Education; Professional Development; Professional Education; Public Policy; Research Methodology; State of the Art Reviews; Theory Prac England; Finland; Impact Studies;
IDENTIFIERS- England; Finland; Impact Studies; Medication; Nurse Patient Relationship; Nurse Physician Relationship; Pharmacology and Patient Care; *United Kingdom

The knowledge needed by nurses to educate patients and their caregivers on medication use was examined to provide policymakers, practitioners, and others with the information needed to plan nursing education programs in England. The study focused on the following topics: the contributions of nurses to medication education; their preparation for the role of educating patients about medication use; and the impact of contextual factors on nursing education and clinical practice related to educating patients on medication use. The main data collection activities were as follows: (1) an extensive literature review; (2) case studies of three sites (sites offering adult nursing/elder care, mental health nursing, and specialist pathways in general practice nursing and community nursing in homes); and (3) a national survey examining learning outcomes, assessment strategies, and other curriculum design and delivery factors related to pharmacological knowledge, communication, and patient education skills. The following were among the key conclusions: (1) nurses need more education in pharmacology; (2) pharmacology should be taught in relation to its application in nursing practice; and (3) given the extensiveness and dynamic nature of pharmacology knowledge, a balance of formally taught programs, self-direction, and updating is needed. (Contains 66 tables/figures/boxes and 99 references.) (MN)

ED 463 398 CE 081 295

Phillips, Terry; Schostak, John; Tyler, Judith
Practice and Assessment in Nursing and Midwifery: Doing It for Real. Researching Professional Education Research Series Report.
PUB DATE- 00
NOTE- 180p.; Includes "Practice and Assessment: An Evaluation of the Assessment of Practice at Diploma, Degree and Postgraduate Level in Pre- and Post-Registration Nursing and Midwifery Education. Research Highlights 43."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Clinical Teaching (Health Professions); Competence; Education Work Relationship; Educational Improvement; Educational Needs; Educational Practices; Educational Quality; Educational Research; Educational Trends; Employment Qualifications; Evaluation Criteria; Evaluation Methods; Evaluation Research; Foreign

and (3) relative to similar students nationally, both studied groups had high rates of high school graduation, college enrollment, and employment. The results suggest that career academies should consider expanding their efforts to recruit students who may not be motivated to enroll in academies on their own, to provide college counseling, and to increase teacher professional development activities in order to improve curriculum and instruction. (Contains 25 references, 10 figures, and 6 tables.) (KC)

ED 463 413   CE 082 983

Ruhland, Sheila; Brewer, Jerrilyn
Developing and Implementing Program Outcomes and Assessment Measures for Postsecondary Programs.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Career and Technical Education (75th, New Orleans, LA, December 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alternative Assessment; *College Outcomes Assessment; Communication Skills; *Competence; Competency Based Education; Curriculum Design; Education Work Relationship; Employer Attitudes; *Evaluation Methods; Outcomes of Education; Program Development; Program Effectiveness; Program Validation; *Student Evaluation; Teacher Attitudes; Two Year Colleges; *Vocational Education; Writing Skills
IDENTIFIERS- *Career and Technical Education; *Western Wisconsin Technical College

With greater demands being placed on postsecondary education as employers report that graduates have inadequate skills, interest has been generated in assessing student academic achievement in reliable and valid ways. A descriptive case study was used to outline the process that has been developed to identify and implement program outcomes for 55 programs at Western Wisconsin Technical College (WWTC). For the purpose of the study, program outcome was defined as a culminating demonstration of learning as applied in the workplace, as well as what is expected of learners who successfully complete all the course work and learning experiences. Program outcomes are identified by faculty, validated by business and industry, communicated to students, and assessed at program completion. The study sought to determine whether there are common program outcomes within each school division and across divisions, how programs are written; the frequency and type of assessment measures identified within each division; and the percentage of outcomes achieved within each division and across all four divisions. The ability to demonstrate effective written and oral communication skills was found to be the most common program outcome within the programs at WWTC, and alternative assessment measures are used as well as paper-and-pencil tests. Additional research was recommended to determine degrees of alignment between faculty and employer perceptions of student success by reviewing division assessment results with the college's employer satisfaction survey results. (Contains 27 references.) (KC)

ED 463 414   CE 082 984

Ruhland, Sheila
Factors Influencing the Turnover and Retention of Minnesota's

vocational education and training (VET) in small rural schools and their communities. Case studies of 14 schools with high-quality VET practices identified important facilitators of course development: formal commitment to the VET programs within the school's objectives; role of leadership in schools, training providers, employers, and the community; degree of organizational support, school's past experience of success; availability of physical, staffing, and community-based resources; and commitment to partnerships. Barriers were keeping up-to-date with information about and understanding of VET issues; availability of work placements; travel issues; teachers' perceptions of centralized control of curriculum; inflexible internal organization of schools; availability of staffing and other resources; and cluster coordination. The study identified the significance of partnerships. Particular school-industry partnerships are mentioned in the provision of work placements. The schools reported substantial developments in their VET programs in recent years. Implications were developed as recommendations for state and federal policy, school practice and further research, and more long-term planning and cooperative effort to maximize opportunities for students and reduce duplication of efforts. The 37-page report is followed by the case studies. (YLB)

ED 463 431   CE 083 072

Wu, Robert T. Y.
School-Based Curriculum Development in Career and Technical Education in Taiwan, Republic of China.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Career and Technical Education (75th, New Orleans, LA, December 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Curriculum Evaluation; Developing Nations; Educational Environment; Foreign Countries; *Integrated Curriculum; Models; Needs Assessment; Postsecondary Education; Professional Development; Program Implementation; *School Based Management; Secondary Education; Student Centered Curriculum; Student Needs; Teacher Education; *Vocational Education
IDENTIFIERS- Career and Technical Education; *School Based Curriculum Development; *Taiwan

In Taiwan, technological and vocational education (TVE) the equivalent of career and technical education in the United States has undergone several political and social changes and is poised for applying school-based curriculum development (SBCD). Three reasons for adopting SBCD are planning of an integrated curriculum, concept of student-centered teaching, and catalyst for establishing a new school with certain educational objectives or directions. Three SBCD models are the situational analysis of Skilbeck's (1974) model that forms a useful foundation for deciding educational objectives; a model that emphasizes student analysis to determine students' needs as the basis for curriculum development; and a model in which stages, subsequent steps, and related major tasks are laid out for easy implementation and evaluation. Strategies for implementing SBCD in the Taiwan involve the integrative curriculum planning in TVE and the consideration of SBCD variations. Some factors crucial to SBCD in Taiwan are SBCD

ED 463 448 CE 083 134

Nilsen, Sigurd R.
Workforce Investment Act: Improvements Needed in Performance Measures To Provide a More Accurate Picture of WIA's Effectiveness. Report to Congressional Requesters.
PUB DATE- 02
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Data Collection; Dislocated Workers; *Employment Services; *Evaluation Criteria; Federal Aid; Federal Legislation; Federal Programs; Job Placement; *Job Training; Labor Force Development; Participant Satisfaction; *Performance; Program Effectiveness; Program Evaluation; State Programs; Tenure; Unemployment; Unemployment Insurance; Wages; Youth; Youth Programs
IDENTIFIERS- *Workforce Investment Act 1998

A study assessed effectiveness of Workforce Investment Act (WIA) of 1998 performance measures. Data were from a survey of WIA program administrators in 50 states; visits to 5 states; interviews with labor officials and national associations representing state and local workforce development officials; and a document review. Findings indicate states and localities took action to implement WIA performance measures, but faced challenges. States had to change the way they collected and reported performance data. Other challenges were due to states' respective complexity and resource demands and the need to develop procedures to access sensitive records. States believed performance levels were set too high. Many reported performance levels may determine who receives WIA-funded services. When fully implemented, measures may not accurately assess performance because data are not comparable across states or timely. Challenges in using unemployment insurance (UI) wage record data also may affect accuracy and comparability of performance data. Existing performance measures failed to gauge overall one-stop performance. Recommendations were made to postpone implementing financial sanctions, expedite developing criteria for renegotiating performance levels, more clearly define policies and measures, and develop ways to address challenges in using UI data. Appendixes include a list of performance measures and written comments from the Department of Labor concurring with the report's findings and recommendations. (YLB)

ED 463 449 CE 083 135

Creighton, Sean; Hudson, Lisa
Participation Trends and Patterns in Adult Education: 1991-1999. Statistical Analysis Report.
PUB DATE- 02
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Programs; *Adult Students; Age Differences; Comparative Analysis; Continuing Education; Definitions; Educational Attainment; Educational Attitudes; *Educational Demand; Educational Research; Educational Supply; English (Second Language); *Enrollment Influences; *Enrollment Trends; Equal Education; Ethnic Groups; Influences; National Surveys; Occupations;

consumer supporter organizations in their efforts to launch similar outreach programs. (GCP)

ED 463 467 CG 031 618

Dahir, Carol, Ed.
Planning for Life: Developing and Recognizing Exemplary Career Planning Programs. A Resource Guide for Counselors.
SPONS. AGENCY- Army Recruiting Command, Fort Knox, KY.
PUB DATE- 01
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Career Counseling; *Career Planning; *Demonstration Programs; High Schools; National Programs; National Standards; Program Evaluation; Program Implementation; State Programs; Young Adults

Recognizing the importance of the need for effective career planning, the United States Army, in conjunction with the Council of Economic Development, conducted a forum to focus on this issue. What emerged was a program called Planning for Life, which annually recognizes outstanding career planning programs at the state and national level. The program recognizes schools that have successfully implemented complete and effective career planning efforts for youth and young adults. This guide provides many sources of information on effective career planning, which will allow counselors to identify and evaluate career planning elements in their programs; assess current career planning practices based on national standards; motivate their schools to attempt new strategies; and work towards ensuring that all students have a career plan before leaving school. National winners include Stroudsburg Area School District (Pennsylvania); Hillsboro School District (Oregon); Woods Cross High School (Utah); Nathan Hale High School (West Allis, Wisconsin); Bear Creek Middle School (Fairburn, Georgia); Independent School District (Emmett, Idaho); and Arcadia Valley R-2 School District (Ironton, Missouri). Appendixes include: National Standards for School Counseling Programs; National Career Development Guidelines; Planning for Life State Facilitators; and U.S. Army Recruiting Command Education Services Specialists. (JDM)

ED 463 468 CG 031 619

Kuhn, Cynthia; Swartzwelder, Scott; Wilson, Wilkie
Just Say Know: Talking with Kids about Drugs and Alcohol.
PUB DATE- 02
NOTE- 159p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Alcohol Education; Children; Communication Skills; Drinking; *Drug Education; *Empowerment; *Health Education; *Illegal Drug Use; Legal Responsibility; Parent Child Relationship; Parent Materials

This book offers suggestions on how to guide children to develop a healthy respect for their bodies and brains in order to avoid orientation, legal issues, and treatment approaches and modalities from a lesbian, gay, bisexual, and transgender standpoint. Section two, written for the practicing clinician, offers further information on clinical issues of LGBT clients; an introduction to strategies and methods for improving current services to LGBT individuals; and steps for starting LGBT-sensitive programs. Section three, developed for program administrators, provides an overview of the issues that need to be addressed when developing a LGBT program or when expanding current services for LGBT clients. It offers the data needed to build a strong foundation for a program, including an organizational mission and policies and procedures. Also provided are resources and strategies for working with managed care organizations and building alliances and cooperative arrangements to coordinate efforts on behalf of LGBT individuals. Appended are: Glossary of Terms; Acronyms; and Studies on LGBT Substance Abuse. (Contains 260 references.) (GCP)

ED 463 490 CG 031 656

The Starting Early Starting Smart Story.
PUB DATE- 01
NOTE- 70p.; Cover page title, "The SESS Story." Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Addiction; At Risk Persons; Child Rearing; Cognitive Development; Delivery Systems; Early Childhood Education; *Family Programs; *Integrated Services; *Mental Health Programs; Prevention; Primary Health Care; Program Development; *Substance Abuse; *Young Children
IDENTIFIERS- Project Head Start

Starting Early Starting Smart (SESS) is an early childhood public/private initiative designed to identify new, empirical knowledge about the effectiveness of integrating substance abuse prevention, addictions treatment, and mental health services with primary health care and childcare service settings (e.g., Head Start, day care, preschool) to reach very young children (ages 0-7) and their families at risk for or experiencing substance abuse and/or mental illness. Knowledge from these projects is designed not only to establish best practices but also to inform future policy decisions about such integrated approaches to prevention. This publication documents some of the most promising practices and early lessons learned in SESS programs. Contains two appendixes detailing mission statements of the SESS national collaborators and SESS grant sites. (GCP)

ED 463 491 CG 031 657

Farrell, Debi; Thomas, Amy; Johnson, Lisa; Arena, Jordan; Weiner, Stacie; Nyce, Susan; Lang, Allison; Alvazian, Casey; Szuchyt, Jamie; Cane, Susan; Gelband, Amy; Zohe, Dorothy; Chambliss, Catherine
Young Adults from Single versus Two-Parent Households: Attitudes toward Maternal Employment and Quality of Current Relationships with Parents.
PUB DATE- 02
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

IDENTIFIERS- *Technology Based Instruction

The Reading Excellence program seeks to provide a cadre of trained volunteers to deliver tutorial assistance in reading to at-risk students during non-instructional times that will result in significant improvement in student performance on reading and language arts as measured by their age-appropriate standardized tests. This paper describes the program model, noting that the model uses a technology-based tutorial program to support and enhance the tutorial program before and after students work with their tutor/teacher. The paper addresses tutor recruitment and tutor training, as well as at-risk student recruitment. It also discusses tutorial scheduling, parental involvement, program administration, and evaluating program effectiveness. (NKA)

ED 463 513 CS 014 600

Turner, Trevor A.; Williams, Claudette H.
A Model for K-12 Reading Achievement through University/School District Collaboration.
PUB DATE- 02
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Degree Requirements; *Educational Cooperation; Elementary Education; *Faculty Development; Higher Education; Models; *Program Development; *Reading Achievement; Standardized Tests
IDENTIFIERS- *Clark Atlanta University GA; Student Performance Models

Ongoing professional development is at the core of Project Reading Excellence at "Boggsville" Elementary School (a pseudonym) and is intricately woven throughout all related activities. This professional development program is built on the pillars of sound scientific-based reading research, best teaching practices, and appropriate intervention strategies that foster student achievement. The model recognizes that a total school effort will be needed to attack the problems of poor reading performance. This paper delineates the program model and furnishes a proposal for the development of Boggsville Elementary School as a demonstration school in reading excellence. It outlines the following: purpose; goals and objectives; and preparation activities (preparation of administrators and of staff). The paper states that workshops will be conducted by faculty of Clark Atlanta University and by qualified staff from the "Bailey" School District. It explains the doctoral program (Ed.D.) supported by the school district and a master's degree program leading to a degree in teaching reading. The paper also discusses training of non-instructional staff; training of tutors; preparing parents for reading program support; evaluating the professional development plan; and management of the professional development plan. It states that the model represents a fast track for credentialing and better equipping instructional staff and administrators to improve student performance and facilitates co-reform in the school system as well as in the university. A timeline for completion of professional development plan activities is attached. (NKA)

ED 463 514 CS 510 774

Johnson, Richard

information collected on the Maine data forms and infers factors in the implementation that may affect Reading Recovery student outcomes in Maine. The report finds that these aspects of Reading Recovery programs are working well in Maine: skilled teachers are making a significant impact on literacy learning; the very lowest children in the first grade are being served; and most Maine schools have a RR team which participates in selecting and monitoring the progress of RR children. It states that analysis of implementation data indicates that Maine schools could improve the operation of their programs in three major areas: provide full coverage for Reading Recovery; begin first-round RR children's programs promptly; and train more special education teachers to use RR procedures. Includes 5 figures and 5 tables of data. A rubric for assessing a school's operation of Reading Recovery is attached. (NKA)

ED 463 534 CS 510 860

McElmeel, Sharron L.
Literature Frameworks: From Apples to Zoos. Second Edition. Professional Growth Series.
PUB DATE- 02
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Classroom Techniques; *Curriculum Development; Elementary Education; *Literature Appreciation; *Thematic Approach; Units of Study
IDENTIFIERS- Graphic Organizers

Intended for use by teachers in preschool through intermediate grade classrooms, library media specialists, and other educators, this book presents 26 literature frameworks that involve students in reading and sharing literature in connection with thematic units. Each framework suggests books and literature-related materials to coincide with topics that are often included in the elementary school curriculum. The book seeks to identify a multitude of common topics/themes and provide a skeleton for the unit by presenting some basic background information and a bibliography, including annotations and suggestions for integrating the resources into that particular theme or connection. This revised and expanded edition includes many new resources, especially World Wide Web sites and newly released books. The alphabetical list of topics includes apples, books, collage, flight, ice cream, money, quilts, scarecrows, uniforms, x-rays, and zoos. An appendix presents 26 reproducible graphic organizers to assist in the learning activities suggested in the book. (RS)

ED 463 535 CS 510 861

Rhodes-Kline, Anne K.
Reading Recovery Qualitative Surveys Summary Report, 1995-96.
SPONS. AGENCY- Maine State Dept. of Education, Augusta.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Early Intervention; *Parent Attitudes; Primary Education; *Program Evaluation; Public Schools; Questionnaires; *Reading Programs; Remedial

reading independently at home and at school correlated with oral reading fluency and comprehension. Fifteen heterogeneously grouped second graders logged the amount of minutes they read independently over a 12-week period. The students were pre- and post-tested using the Woodcock Johnson Reading Mastery Test, a word per minute count of students' independent reading levels, and an oral reading fluency rubric. A Pearson product-moment correlation coefficient revealed no significant correlations with minutes spent reading independently and test results, except a negative correlation between at home reading and words-per-minute count. Implications and discussion of findings are presented. Appendixes contain a prosodic fluency chart, a reading at school log, and a leisure reading log. (Contains 42 references and 1 table.) (Author/RS)

ED 463 554   CS 510 968

Glatthorn, Allan A.
Publish or Perish--The Educator's Imperative: Strategies for Writing Effectively for Your Profession and Your School.
PUB DATE- 02
NOTE- 246p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Discourse; Audience Awareness; Marketing; Organizational Communication; *Scholarly Writing; *Writing for Publication; *Writing Processes; *Writing Strategies
IDENTIFIERS- Authorship; *Professional Writing; Technology Integration; Writing Contexts

This book guides education professionals through the basics of the writing process, empowering them with the tools to create and enhance their own professional submissions and writings. It uses a conversational tone to convey and outline specific writing strategies for contributions to research journals, articles, op-ed pieces, manuscripts, literature reviews, theses, funding proposals, and internal organizational writing. Key features of the book include: finding a topic; correctly identifying the audience; choosing the appropriate forum; revising and editing; working with editors and publishers; and maximizing use of the Internet and other technological tools. It is divided into 20 concise chapters, grouped under the following 6 parts: Getting Started; Mastering the Writing Processes; Writing for the Profession; Writing in Academic Settings; Writing in the Organization; and Conclusion. The book concludes that six big ideas bring together the separate recommendations in the chapters: Become a published writing professional; Think synergistically; Write about what you know; Use the writing process flexibly; Know your audience and write to and for it; and Analyze the medium. (NKA)

ED 463 555   CS 510 972

Haefele, Lisa; Strenski, Ellen
Composition, Rhetoric, and Writing Programs on the Web: A Hyperlinked Compendium.
SPONS. AGENCY- California Univ., Irvine.
PUB DATE- 97
NOTE- 11p.; Part of the Electronic Educational Environment, University of California, Irvine. Occasional updates available. Created in 1997 and updated only sporadically since then.

Review of Department of Defense Education Activity (DoDEA) Schools. Volume I: Main Report and Appendixes. IDA Paper.
SPONS. AGENCY- Department of Defense, Washington, DC.
PUB DATE- 00
NOTE- 343p.; For volume II, see EA 031 575. Contributors include Lowell Bruce Anderson, Jerome Bracken, Marilyn C. Bracken, and Sheila A. Byrd.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; *Evaluation; Foreign Countries; Military Personnel
IDENTIFIERS- *Dependents Schools; Europe

During school year 1998-99, military leaders and parents expressed discontent about the quality of education in Department of Defense (DoD) dependent schools in Europe. Concerned that these education issues were having an adverse impact on the quality of life of military members and families in Europe, and were creating morale and potential retention problems, the Under Secretary of Defense (Personnel and Readiness) requested that the Institute for Defense Analyses conduct an independent review of DoD schools. Study goals were to provide an objective assessment of the quality of education in Department of Defense Education Activity (DoDEA) schools, examine command and parental issues and concerns about educational quality and expectations for students' educational experience, examine issues and concerns identified by DoDEA personnel, and make recommendations about how to respond to any differences between parental perceptions and expectations, and actual performance of DoDEA schools. After the summary, seven chapters address: (1) background; (2) study objectives and approach; (3) student achievement; (4) curriculum; (5) teachers and administration; (6) school environment; and (7) Department of Defense Education Activity (DoDEA) management and relationships. Appendices include a condensed history of DoDEA, study objectives and approach, student achievement, curriculum, teachers and administrators, school environment, DoDEA management and relationships, recommendations, glossary, and references. (Contains 186 references.) (RT)

ED 463 576 EA 031 575

Anderson, Lowell Bruce; Bracken, Jerome; Bracken, Marilyn C.
Review of Department of Defense Education Activity (DoDEA) Schools. Volume II: Quantitative Analysis of Educational Quality. IDA Paper.
SPONS. AGENCY- Department of Defense, Washington, DC.
PUB DATE- 00
NOTE- 94p.; For volume I, see EA 031 574.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; *Evaluation; Foreign Countries; Military Personnel
IDENTIFIERS- *Dependents Schools; Europe

This volume compiles, and presents in integrated form, the Institute for Defense Analyses' (IDA) quantitative analysis of educational quality provided by the Department of Defense's dependent schools. It covers the quantitative aspects of volume 1 in greater detail and presents some analyses deemed too technical for that volume. The first task in conducting the study involved reviewing relevant literature to determine the most important factors on which data should be obtained and

and outlining. These strategies can also be accomplished using high-tech graphic, software-based organizers to assist students in developing and structuring ideas. The digest then highlights how assistive technology can help students in note-taking. Low and high-tech methods are explained and include videotaping class sessions for visual learners, sending Web-camp photography across the Internet to allow students to see and hear what is happening in class, sending class notes or presentations via e-mail, translating print-based notes to voice, and using notebook computers. The third area in which assistive technology devices can assist students with mild disabilities is in writing. The benefits of word processing are described. The digest also explains how assistive technology can help students with mild disabilities in their academic productivity, access to reference and general educational materials (including Internet communications, multimedia tools, e-books, and universal design), and cognitive assistance. (Contains 11 references.) (CR)

ED 463 596 EC 308 886

Ahearn, Eileen M.
Medicaid: Parent Consent Issues. Quick Turn Around (QTA).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 02
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Compliance (Legal); *Disabilities; Elementary Secondary Education; *Federal Legislation; *Health Care Costs; *Health Insurance; Legal Responsibility; *Parent Rights; Parent School Relationship; School Responsibility
IDENTIFIERS- *Family Educational Rights and Privacy Act 1974; Individuals with Disabilities Education Act; Medicaid; Parental Consent for Minors

This report discusses federal regulations requiring parental consent before schools access Medicaid reimbursement for services provided to students with disabilities. It begins by explaining that in 1988, the Medicare Catastrophic Coverage Act allowed Medicaid to pay for covered medical services provided to Medicaid-enrolled children with special health care needs on their Individualized Education Program or Individualized Family Service Plan. According to regulations for the Individuals with Disabilities Education Act (IDEA), the financial responsibility of each non-educational public agency must precede the financial responsibility of the local education agency. However, parents may not be required to sign up for or enroll in public insurance programs in order for their child to receive free appropriate public education. Although IDEA does not require prior consent to access a family's public insurance coverage, the report reviews requirements under the Family Educational Rights and Privacy Act that require informed parent consent be obtained before a school can disclose information abut a student with a disability, including providing information to Medicaid to support a claim for benefits. Also, regulations for Part B of IDEA state that schools may access a parent's private insurance only if the parent provides informed consent each time the benefits are accessed. (CR)

ED 463 597 EC 308 887

Facts That Make an Impact: Guidelines for Providing Education

NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attention Deficit Disorders; *Classification; Definitions; *Disability Identification; *Educational Finance; Elementary Secondary Education; Incidence; Mental Disorders; *Severity (of Disability); Special Education; *Special Health Problems; Student Characteristics
IDENTIFIERS- *Medically Fragile; *Ohio

Ohio has used 12 disability categories to report and fund students with special education needs. In June of 2001, the Ohio General Assembly divided the "other health handicapped" category into 2 categories: "other health handicapped-minor" and "other health handicapped-major." Students identified in the major category are considered medically fragile and receive more funding than those identified as minor. This memo analyzes the medical conditions for students identified as "other health handicapped" and reports the number of students within each of these classifications. It further describes how school districts vary in their identification of "other health handicapped." The survey of 538 school districts found the 5,538 students classified as "other health handicapped" have over 350 medical diagnoses and that only 1.7 percent would qualify for the category of "other health handicapped-major." The memo concludes that the definition of a medically fragile child selected by the Ohio General Assembly and the functional conditions meant to clarify that definition may be too stringent for the purpose of identifying children as "other health handicapped-major." Appendices include definitions of functional conditions used to identify a medically fragile child and a list of medical diagnoses affecting 10 or more students statewide. (CR)

ED 463 616 EC 308 913

Project RIME: Providing Early Elementary and Special Education Teachers with Preparation in Reading Instructional Methods of Efficacy. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 65p.; For related documents on Project RIMES 2000, see EC 308 914 and 915.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Graduate Study; Higher Education; *Inservice Teacher Education; *Instructional Effectiveness; Learning Problems; Primary Education; Program Development; *Reading Difficulties; *Reading Instruction; Special Education; Spelling Instruction; *Teaching Methods; Teaching Models

This final report describes activities and accomplishments of Project RIME (Reading Instructional Methods of Efficacy), a 3-year project to develop, field test, and disseminate a model of professional development for early elementary and special education teachers focusing on methods for teaching early reading and spelling to children at risk for reading and spelling failure. The model was composed of first, a 3-unit graduate course in assessment and instruction for students with early reading and spelling difficulties and second, school collaboration to support teachers through classroom visits, peer coaching, and group discussions. The project's three

Computer Science and Development Center at the University of Massachusetts, Amherst. The office initiated the review after hearing concerns about the management of the project, including its delayed completion and substantial cost overruns. The review concluded that the design-build approach used in the building's construction did not produce the anticipated time savings and also fell short of the school's standards for quality in at least two significant ways. Following an executive summary and introduction, the bulk of the report details the review's findings. These are: (1) Although the state's Division of Capital Asset Management (DCAM) used a state statute on modular building procurement to avoid the usual design-bid-build process, the building is not a modular building; (2) Most delays and overruns were caused by factors under the contractor's (Suffolk's) control; (3) The design-build approach was not appropriate for the project; (4) Top DCAM management did not support efforts of DCAM project personnel to enforce contract requirements and maintain control over the project; and (5) Top DCAM management failed to conduct a rigorous assessment of the merits of Suffolk's $2.7 million claim. (An appendix contains a response letter from DCAM). (EV)

ED 463 638 EF 006 069

Earthquake Preparedness 101: Guidelines for Colleges and Universities.
PUB DATE- 00
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Colleges; *Crisis Management; *Earthquakes; Emergency Programs; Higher Education; School Safety; *Universities
IDENTIFIERS- California; Emergency Evacuations; *Emergency Preparedness; Emergency Response Services

This document presents guidelines on emergency response and business recovery for colleges and universities in the event of an earthquake. The guidelines, developed by California institutions and revised based on experience with the Northridge earthquake, are provided under the following headings: (1) "To the President or Chancellor"; (2) "To the Disaster Planner"; (3) "Earthquake Preparedness"; (4) "Earthquake Response"; and (5) "Post-Disaster Recovery." (Appendices contain job specifications for a campus emergency preparedness coordinator, legislation and applicable authorities, a sample disaster response plan from Stanford University, a sample mutual aid agreement from the California State universities, a checklist for campus dormitory evacuation planning, an outline of the cost recovery process for state and federal disaster assistance, and more information about California's Standardized Emergency Management System SEMS . Contains a list of further reading.) (EV)

ED 463 639 EF 006 072

Chan, T. C.
School Capacity Update: An Essential but Often Forgotten Planning Process.
PUB DATE- 98
NOTE- 8p.

Anderson, Neil J.
The Role of Metacognition in Second Language Teaching and Learning. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Learning Processes; *Learning Strategies; *Metacognition; Second Language Instruction; Second Language Learning; *Teaching Methods
IDENTIFIERS- ERIC Digests

This digest examines the role metacognition can play in the teaching and learning of a second language. Understanding and controlling cognitive processes may be one of the most essential skills that classroom teachers can help second language learners develop. Rather than focus students' attention solely on learning the language, second language teachers can help students learn to think about what happens during the language learning process, which will lead to the development of stronger learning skills. The digest highlights a model of metacognition that is made up of five primary components: preparing and planning for learning, selecting and using learning strategies, monitoring strategy use, orchestrating various strategies, and evaluating strategy use and learning. Also discussed is the interaction of metacognitive skills. (VWL)

ED 463 660 FL 027 223

Baker, Colin; Jones, Sylvia Prys
Encyclopedia of Bilingualism and Bilingual Education.
PUB DATE- 98
NOTE- 758p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- Acculturation; Adult Learning; *Bilingual Education; *Bilingualism; Brain; Creative Thinking; Creoles; Cultural Pluralism; Diglossia; Early Childhood Education; Economic Factors; Educational History; Elementary Secondary Education; Ethnicity; Family (Sociological Unit); Foreign Countries; Hearing Impairments; Hispanic Americans; Immersion Programs; Immigrants; Immigration; Information Technology; Internet; Language Maintenance; Language Minorities; Language Proficiency; Language Usage; Mass Media; Multicultural Education; Pidgins; Religion; Second Language Learning; Special Needs Students; Thinking Skills; Tourism; Translation
IDENTIFIERS- Language Change; Language Contact; Language Policy

This encyclopedia is designed to promote bilingualism in a comprehensive and comprehensive manner and to be academically sound while remaining accessible to as wide an audience as possible. Each topic is presented in a clear, understandable style. Four sections focus on the following: (1) "Individual Bilingualism" (e.g., bilingualism and the family, everyday language use of bilinguals, and bilingualism and thinking); (2) "Languages in Society" (e.g., bilingualism in communities, language change, and language maintenance and planning); (3) "Languages in Contact in the World" (Africa, Asia, Australia

Safety; Student Exchange Programs; *Study Abroad
IDENTIFIERS- Congress 106th

This document contains the transcript and related written statements of a hearing held to discuss the safety standards and practices of study abroad programs. The tragedies that have occurred in recent years are not the norm in study abroad, but they focus attention on this rapidly growing and unstructured field. The report contains the opening statement of Subcommittee Chairman Pete Hoekstra and the statement by Congressman Tim Roemer, ranking minority member of the committee. Additional information on the topic is contained in the statements of these experts and stakeholders: (1) John G. Amato; (2) Peter McPherson; (3) David C. Larsen; (4) Brett Laquercia; (5) A. Lee Fritschler; and (6) Dianne M. Andruch. Ten appendixes contain the written statements of these witnesses and two statements submitted for the record from individuals who did not testify. (SLD)

ED 463 680 HE 034 791

Schier, Tracy, Ed.; Russett, Cynthia, Ed.
Catholic Women's Colleges in America.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, IN.
PUB DATE- 02
NOTE- 439p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Catholic Schools; Colleges; *Educational History; Higher Education; *Womens Education

The chapters in this collection provide a comprehensive history of Catholic women's colleges in the United States and how they have met the challenges of broader educational change. The chapters are: (1) "Faith, Knowledge, and Gender" (Jill Ker Conway); (2) "Colleges of Religious Women's Congregations: The Spiritual Heritage" (Monika K. Hellwig); (3) "American Catholic Colleges for Women: Historical Origins" (Kathleen A. Mahoney); (4) "The Colleges in Context" (Thomas M. Landy); (5) "Faculties and What They Taught" (Karen Kennelly); (6) The Philadelphia Story: Life at Immaculata, Rosemont, and Chestnut Hill (David R. Contosta); (7) "Sisterhoods and Catholic Higher Education, 1890-1960" (Mary J. Oates); (8) "Live Minds, Yearning Spirits: The Alumna of Colleges and Universities Founded by Women Religious" (Jane C. Redmont); (9) "Making It: Stories of Persistence and Success" (Dorothy M. Brown and Carol Hurd Green); (10) "The Way We Are: The Present Relationship of Religious Congregations of Women to the Colleges They Founded" (Melanie M. Morey); and (11) "Conclusion: Into the Future" (Jeanne Knoerle and Tracy Schier). Appendixes are: "American Colleges and Universities Founded by Women Religious for the Education of Lay Students" (Thomas M. Landy) and "Colleges Founded by Women Religious for Educating Sisters" (Thomas M. Landy.) (SLD)

ED 463 681 HE 034 793

Knight, Peter; Aitken, E. Nola; Rogerson, Robert J.
Forever Better: Continuous Quality Improvement in Higher Education.
PUB DATE- 00
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

Southeastern University during its accreditation process was that the University should demonstrate that the number of part-time faculty members teaching in its graduate programs is not excessive. In response to this recommendation, a study was undertaken to identify postbaccalaureate enrollment at the University and then to identify the percentage of instruction offered by full-time and part-time faculty. Various data sources were used, including enrollment statistics, staffing and information from faculty matrix reports from the academic centers, the University Fact Book, and other University resources. Approximately 75% of all enrollment at the University is in an academic center devoted exclusively to postbaccalaureate instruction. The employment of new full-time faculty assigned to academic centers exclusively offering postbaccalaureate programs is growing at twice the rate of the increased enrollment in postbaccalaureate programs. Full-time faculty members taught more course sections in the 1997 fall term than did their part-time counterparts. These findings are in accord with the University's emphasis on the adult learner. An appendix contains data tables. (Contains 7 tables and 13 references.) (SLD)

ED 463 704 HE 034 823

Kramer, Gary L., Ed.; Childs, M. Wayne, Ed.
The "e" Factor in Delivering Advising and Student Services. Monograph Series.
PUB DATE- 00
NOTE- 123p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Academic Advising; *College Students; *Computer Uses in Education; *Delivery Systems; Distance Education; Electronic Mail; Higher Education; Online Systems
IDENTIFIERS- *Student Support Services

The electronic connection of computers and databases has created an "e" factor that has transformed the way people interact with each other, especially in doing business, providing services, and processing information. The chapters in this collection address key issues in the planning, campus preparation, development, and implementation of advising and academic student services delivered over the Web. The chapters of section 1, "The 'e' Factor Building Student Services with Web Applications," are: (1) "E-business: Change, Challenge, and Opportunity" (Carl Jacobson); (2) "Personal and Electronic Advising Networks at Boston College" (Louise Lonabocker); (3) "First-Year Academic Advising: Planning and Registration Strategies" (Gary L. Kramer, Erlend D. Peterson, and Clark D. Webb). Section 2, "Strategic Planning and Campus Preparation for Web Applications in Student Services," contains: (4) "Supporting the Education e-volution" (Stephen W. Klenck, Darlene J. Burnett, and Manuel Ramos); and (5) "The 'e' Factor Creating a Strategic Plan" (M. Wayne Childs and Ron Bleed). Section 3, "Web Advising Applications," contains: (6) "Electronic Advising Portfolios: Innovative Applications" (Charles J. Haberle); (7) "Transfer Evaluation" (Michael McCauley); (8) "Advising.edu--Anytime, Anyplace, Anywhere Advising: Academic Support for Students and Faculty" (J. James Wager); (9) "Expanding Our View" (Norm B. Finlinson and Ford L. Stevenson); and (10) "Distance Education Advising" (R. Dwight Laws and Jacques H. Dubois). Section 4, "The Future of Web Technology," contains: (11) "Perspectives on Internet/Web Technology in Higher Education" (Lee Caldwell). A glossary is

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Structures; *Computer Mediated Communication; Computer Uses in Education; Cooperative Learning; Evaluation Criteria; Evaluation Methods; *Group Discussion; *Instructional Design; Models
IDENTIFIERS- Blooms Taxonomy; *Facilitated Communication; *Knowledge Development

This paper provides practical advice for making online discussions educationally durable. This advice focuses on all stages of online discussions from designing the assignment guidelines through summative evaluation. While this practical advice is grounded in the author's experience, it is more substantively grounded in a framework defining durable knowledge construction. Topics addressed include: a definition of durable knowledge construction; durability of learning; knowledge construction; designing online discussions; specified elements within a discussion question; questions that promote durable knowledge construction; facilitating online discussion; models for facilitating online discussions (i.e., the traditional model, the discussant model, and the self-analysis model); evaluating students' contributions to online discussions; delineating evaluation criteria; broadening the powers of evaluation through self evaluation and peer evaluation. (Contains 18 references.) (Author/MES)

ED 463 725   IR 021 144

Misanchuk, Melanie; Anderson, Tiffany
Building Community in an Online Learning Environment: Communication, Cooperation and Collaboration.
PUB DATE- 01
NOTE- 22p.; In: Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, TN, April 8-10, 2001); see IR 021 138. Based on research performed by Tiffany Anderson, Joni Craner, Pam Eddy, Melanie Misanchuk, and Carol L. Smith.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; *Cooperative Learning; *Distance Education; Educational Technology; Evaluation Methods; Higher Education; *Instructional Design; Interaction; *Teaching Methods
IDENTIFIERS- Collaborative Learning; *Learning Communities; *Learning Environments

This paper presents strategies and rationales for implementing certain instructional techniques to move a class from cohort to community. The context is the new Distance Master's program in Instructional Systems Technology at Indiana University. The authors give suggestions for instructional and non-instructional strategies that have students interacting at the levels of communication, cooperation, and collaboration. Instructional strategies include: ways of presenting material; assignment design; team management; content covered; and strategies for discussion material. Non-instructional strategies include: creating a computer support system so that students look beyond the technology; making reserve readings and other library resources readily available to distance students; designing an onsite orientation that encourages students to quickly bond with each other at the beginning of

Comparing Onsite and Online Standard Setting Methods for Multiple Levels of Standards.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2-4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Testing; Computer Mediated Communication; Computer Oriented Programs; Higher Education; Internet; Online Systems; Standards; *Tests; World Wide Web
IDENTIFIERS- College Level Examination Program; *Standard Scores; Standard Setting

The Web-based standard setting (WBSS) system described in Harvey and Way (1999) provides an online, Internet-based alternative for testing programs that use onsite judgmental standard setting studies to set their cut scores. Standard setting studies using the WBSS system were compared to similar onsite studies of two exams in the College-Level Examination Program. The online and onsite groups felt similarly about the usefulness of the discussions in making the final ratings and about the overall experience of the study. Results indicated significant differences in the perceptions of group process and working conditions, with the online studies scoring lower on these aspects. Two methods of standard setting were implemented in both the online and onsite modes: an Angoff method and a no/yes method. No significant differences were found in the ratings for the no/yes method. Substantial differences in the average ratings for the Angoff method were found for one of the exams, but not for the other exam. Further research is needed in the aspects of these studies that cause a difference in one case but not the other. (Author/MES)

ED 463 747 IR 021 169

Harvey, Anne L.; Way, Walter D.
A Comparison of Web-Based Standard Setting and Monitored Standard Setting.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 20-22, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; Computer Mediated Communication; Computer Oriented Programs; Data Collection; *Evaluation Methods; Internet; Standards; *Tests; *World Wide Web
IDENTIFIERS- *Standard Scores; Standard Setting

Standard setting, when carefully done, can be an expensive and time-consuming process. The modified Angoff method and the benchmark method, as utilized in this study, employ representative panels of judges to provide recommended passing scores to standard setting decision-makers. It has been considered preferable to have the judges meet in a central location to complete the standard setting and take part in the discussion. The use of a central location, however, adds travel costs and time. The World Wide Web allows for training, discussion, and data collection without requiring judges and

*Library Services; Library Statistics; Questionnaires; *Reference Services; Use Studies; *User Satisfaction (Information); World Wide Web
IDENTIFIERS- *Digital Information Services; University of Minnesota Twin Cities

This paper reports on an evaluation of InfoPoint, a centrally-managed, professionally staffed reference service available at the University of Minnesota, Twin Cities Campus Library through a variety of communication modes, including a World Wide Web form, direct e-mail, and chat and collaborative browsing. Over 400 InfoPoint users were sent a questionnaire, to which 69% responded, that examined user perceptions of the effectiveness, quantity, timeliness, convenience, and instructional value of the service. It also queried users about their reason(s) for using the service, as well as preferences for asking questions of the library in the future based on both their experience with the service and other choices available to them. The report presents the methodology and instruments used to conduct the evaluation. Descriptive data resulting from the survey, including frequencies and user commentary, are also provided. (Contains 77 references.) (MES)

ED 463 766   IR 058 449

Clemens, Dave Andrew
Requests Made under the Official Information Act 1982: A Survey at the Agency Level.
PUB DATE- 01
NOTE- 63p.; Master of Library and Information Studies Project, Victoria University of Wellington.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; Federal Government; *Federal Legislation; Foreign Countries; *Information Policy; *Public Agencies; *Public Policy; Questionnaires; *Recordkeeping; Surveys; Users (Information)
IDENTIFIERS- *Government Records; New Zealand

New Zealand's Official Information Act (OIA) has been in force for almost two decades. During these years, there has been little research published about how citizens use the legislation or how agencies have responded to requests made under the Act. The aim of this project is to produce basic research data from a range of agencies to quantify use made of the Act and to examine what other request information sample agencies hold. The study uses the Act as a survey instrument to produce a high response rate to the questionnaire and to produce qualitative and quantitative data about the request process. The results show that only a minority of surveyed agencies records the number of requests they receive of the category of information requesters, e.g., news media and political parties. Compared to the detailed information recorded by the Ombudsmen, there appears to be little consistency of request record keeping across sampled agencies. This record-keeping gap has implications for the ability to either assess the effectiveness of the OIA against its original purpose or to review it in the context of government information policy. A copy of the survey instrument is appended. (Contains 77 references.) (Author/MES)

ED 463 767   IR 058 450

have been completed or are nearly completed; (3) building the transfer component of the college through steps like teacher training and learning communities--the report indicates that while the numbers of educational personnel course sections are holding steady, enrollment is increasing; (4) infusing cultural competency throughout the organization--between summer 1999 and spring 2000, a number of multicultural courses were offered; (5) supporting technology acquisition and faculty/staff training--nearly 50 software courses were offered during fall 1999 and spring 2000; (6) developing an ongoing process for institutional effectiveness; (7) developing and enhancing workforce development initiatives; (8) implementing the college's marketing plan; and (9) developing an ongoing process for enrollment management. The last four goals are being implemented successfully. Contains various tables and charts. (MKF)

ED 463 787 JC 020 294

Assessing the Effectiveness of Instructional Units. Austin Community College, Fall 2001.
PUB DATE- 01
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Outcomes Assessment; College Role; *Community Colleges; *Educational Assessment; *Educational Objectives; Learning Strategies; *Organizational Objectives; *Outcomes of Education; Program Evaluation; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *Austin Community College TX

This document describes educational outcomes assessment at Austin Community College (ACC) in Texas, identifying three levels: (1) classroom; (2) course or program; and (3) institutional. ACC's assessment process provides information to enhance the quality of teaching and learning as well as the quality of services offered in support of these goals. The process consists of five steps: (1) stating purpose; (2) identifying outcomes; (3) assessing outcomes; (4) implementing improvements; and (5) stating impact. The author argues that there may be a tendency to create outcomes that describe instructional activities (goals) rather than student learning (outcomes). At a minimum, outcomes statements should describe student behaviors and products that faculty would accept as evidence that learning was achieved. Goals provide the context for outcomes. The author suggests processes by which outcomes can be identified and developed. Among these are the following: make sure there is a linkage between college mission and that of the unit, as well as a linkage between a unit's purpose and the outcome of the program; use faculty discussion sessions and/or surveys to determine unit outcomes; and collect and review outcomes from similar programs and external sources. (NB)

ED 463 788 JC 020 295

Carter, Patricia; Alfred, Richard
Breaking out of the Box: New Colleges for a New Century. 1996 Critical Issues Paper.
PUB DATE- 96
NOTE- 40p.
LANGUAGE- English

full-time and 1,890 part-time students--28 more students than the previous year, and a credit-hour increase of 4%; (2) 94% of the total student body was degree-seeking; (3) 26% of Jefferson County 2001 high school graduates enrolled at Jefferson College in fall 2001, down 2% from the previous year; (4) The average age of the student body was 25 years--in 1991, the average age was 29 years; (5) The ratio of female to male students was approximately 6 to 4, a rate which has remained constant for more than 10 years; (6) Nearly twice as many females were seeking an associate of arts degree, compared with males; however, men predominated in the two-year certificate programs; (7) 58% of degree-seeking students were female, and 46% of degree-seeking students were under age 20; (8) 56% of students were enrolled full time; (9) The minority enrollment for fall 2001 was 3%; and (10) Job placement for vocational-technical graduates was very high--data from the State Department of Elementary and Secondary Education's Statewide Placement Service show that, for the 200 vo-tech graduates in the year 2000 who were available for employment, 90% were employed in a job related to the field of study after 180 days. (NB)

ED 463 808 JC 020 324

Thomas, Noreen, Ed.
Perspectives on the Community College: A Journey of Discovery.
PUB DATE- 02
NOTE- 83p.; Contributing editors are Albert L. Lorenzo and Mark David Milliron.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Change Strategies; *Community Colleges; Educational Assessment; *Educational Change; Educational Development; Educational Innovation; *Educational Trends; Financial Support; *Organizational Change; Organizational Effectiveness; Organizational Objectives; Two Year Colleges

This monograph was designed to provide a comprehensive and enlightened view of the community college as it faces complicated new demands. It offers articles written by community college professionals, including the following: (1) "A Journey of Discovery" by Albert L. Lorenzo; (2) "Organizational Readiness: Middle Age and the Middle Way" by Cindy L. Miles; (3) "The Community College as a Learning-Centered Organization" by Cynthia D. Wilson; (4) "The Recovery of Persons" by Sanford C. Shugart; (5) "Cultural Diversity: Symbolism or Inclusion?" by Sandy Sudweeks; (6) "Professional Development for a New Age" by Rose B. Bellanca; (7) "Effecting a Successful Transition of Leadership" by Ronald L. Baker; (8) "What the Experts Say: Leadership in Times of Uncertainty" by Judith A. Maxson; (9) "The Evolving Community College: The Multiple Mission Debate" by Thomas R. Bailey; (10) "Community Colleges in the Public Policy Arena" by Katherine Boswell; (11) "Through the Looking Glass: Future Programming" by Tracy Edwards; (12) "Workforce Development in the Information Economy" by Jim Jacobs; (13) "Connecting to a Changing Community" by Arleen Arnsparger; (14) "Linking Strategic and Financial Planning" by Rufus Glasper; and (15) "A Time for the Community College: 21st Century Dynamics, Trends, and Imperatives" by Mark David Milliron. Articles include resources and references. (NB)

ED 463 809 JC 020 325

Urbanski, Rebecca Ann

graduates were created. The lists were aggregated into 14 possible careers: multimedia/Internet specialist, graphic artist, civil engineer, human resources manager, computer support technician, telecommunications specialist, hazardous waste technician, computer repair technician, medical records technician, geographical information systems (GIS) specialist, teacher's aide, HVAC technician, technical writer, and medical sonographer. The report provides a list of various occupations and community colleges that offer degrees or certificates in these fields. It also includes information on the processes used to identify new markets. Results from the service area employer survey list potential occupations along with job descriptions, degree requirements, salary ranges, and market size. The report offers information for the potential development of new degree or certificate programs at the college. (Includes tables with specific information from national job lists, databases, and area employers.) (MKF)

ED 463 828 PS 029 307

Harrington, Mary
Evaluation of Free To Grow, Phase II: Detailed Profile of the Free To Grow Project in California. Final Report.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 01
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Change; Community Cooperation; *Community Involvement; Demonstration Programs; Models; *Preschool Children; Preschool Education; *Prevention; Program Descriptions; Program Effectiveness; Program Evaluation; Program Implementation; *School Community Relationship; *Substance Abuse
IDENTIFIERS- California (Compton); Project Head Start

The Free to Grow pilot project, developed by the Charles R. Drew University of Medicine and Science and its Head Start project, operated between 1994 and 1999. Following a 2-year planning and development stage, 5 project sites went on to complete the 3-year implementation phase in California, Colorado, Kentucky, New York, and Puerto Rico; the Compton, California site is detailed in this profile. The project's goal was to prevent substance abuse problems by reducing risks and enhancing protecting factors at the family and community levels. Through a community-wide coalition and safe space task forces based in schools and Head Start centers, parents and other residents developed leadership skills and worked to improve the physical, social, and cultural environment of their neighborhoods and schools. Groups of parent and youth advocates promoted project efforts and substance abuse prevention. Project accomplishments included persuading local police to establish Drug-Free School Zones, graffiti removal programs, school watch patrols, and stronger enforcement of local ordinances governing storefront advertising of alcohol and tobacco products. The project experience provided several lessons about the challenges of conducting substance abuse prevention and community building within a stressed environment. The model used was conceptually strong, rooted in substance abuse prevention theory and connected to parents of young children. Although the project demonstrated success in grassroots organizing, it lacked relationship- and consensus-building skills necessary to overcome major obstacles in the community and the Head education, including number of care providers and public preschool enrollment; (4) child abuse and neglect, including number of reports and rate of substantiation; and (5) juvenile justice, including type of offense. Recommendations for improving child and family well-being follow. The bulk of the report presents statewide and county indicator data for the above areas. Data indicate that there have been improvements in prenatal care, infant mortality, child deaths, child poverty, low-income children without health care coverage, child support, teen births, and teen violent deaths. However, there have also been increases in the percent of low birthweight infants, the percent of children living with single parents, and the rate of youth under supervision of the Kentucky Department of Juvenile Justice. Information on definitions and data sources conclude the report. (Contains 45 endnotes.) (KB)

ED 463 845 PS 030 255

Goodman, Bryan, Ed.
Child Advocates Making a Difference, 2001.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Prudential Foundation, Newark, NJ.
PUB DATE- 01
NOTE- 20p.; Published monthly. No issues were printed for May, November, and December of 2001.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; *Child Advocacy; *Child Health; Children; Program Descriptions; *Public Policy; State Legislation; *State Programs; *Well Being
IDENTIFIERS- *National Association of Child Advocates

This document is comprised of 9 issues of a newsletter providing information on current child advocacy initiatives and accomplishments. Each issue describes one local or state child advocacy program or initiative and its accomplishments. The issues of this publication represent a series of short information pieces to highlight the National Association of Child Associates (NACA) member initiatives that have resulted in concrete outcomes positively affecting children. The following issues were published for months in 2001: (1) "Securing Tax Credits for Low-Income Working Families in New Jersey" (January); (2) "Securing Foster Parents' Access to Low-Interest Home Loans in Washington" (February); (3) "Securing Funding for Children's Programs in San Francisco" (March); (4) "Contributing to Efforts To Close Boot Camps for Youth in Maryland" (April); (5) "Securing Supports for Foster Care Graduates in Arizona" (June); (6) "Improving Family Access to Benefits in the Wake of Welfare Reform in Washington" (July); (7) "Securing Emergency Pediatric Care in Westchester County, New York" (August); (8) "Improving Children's Oral Health with Water Fluoridation in San Antonio, Texas" (September); and (9) "Persuading Policy Makers To use Beer Tax and TANF To Fund Early Care Options in Arkansas" (October). (KB)

ED 463 846 PS 030 256

Hoffman, Eric
Changing Channels: Activities Promoting Media Smarts and Creative Problem Solving for Kids.
PUB DATE- 02
NOTE- 161p.; Based on Cathy Fink and Marcy Marxer's "Changing Channels: Songs for TV and Media Smart Kids, Creative Conflict

State Developments in Child Care, Early Education, and School-Age Care, 2000.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; Citigroup Foundation, New York, NY.; Ford Foundation, New York, NY.; Prudential Foundation, Newark, NJ.; Annie E. Casey Foundation, Baltimore, MD.; Booth Ferris Foundation, New York, NY.
PUB DATE- 01
NOTE- 122p.; For 1999 report, see ED 444 699.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; Caregiver Training; Compensation (Remuneration); Cooperation; *Day Care; Elementary Education; Financial Support; Infant Care; National Surveys; Preschool Education; *School Age Day Care; *State Action; State Programs; State Regulation; State Standards; Tax Credits; Young Children
IDENTIFIERS- Availability (Programs and Services); Child Care Costs; *Day Care Quality; Day Care Regulations

This report provides highlights and updates regarding state actions on child care and early education issues during 2000. The information in the report was collected by means of written and telephone surveys with advocates or state child care administrators in each state. The final draft was reviewed for verification by advocates or a state child care administrator in each state. Following an introduction summarizing some of the findings, the report provides information in the following areas for each state: (1) overall funding; (2) subsidy eligibility; (3) subsidy co-payments; (4) subsidy reimbursement rates; (5) tax credits; (6) training and compensation; (7) child care facilities; (8) protecting children through licensing provisions; (9) infant and toddler care; (10) school age care; (11) odd hour care; (12) Head Start, prekindergarten, and collaboration; (13) early literacy; (14) other quality and supply initiatives; (15) planning and local involvement; (16) promoting business involvement; and (17) administration. (Contains 27 endnotes.) (KB)

ED 463 864 PS 030 279

Song, Younghwan; Lu, Hsien-Hen
Early Childhood Poverty: A Statistical Profile.
SPONS. AGENCY- Ford Foundation, New York, NY.; Carnegie Corp. of New York, NY.
PUB DATE- 02
NOTE- 8p.; Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Groups; At Risk Persons; Blacks; Change Strategies; Comparative Analysis; Family Structure; Hispanic Americans; One Parent Family; *Poverty; Public Policy; *Young Children
IDENTIFIERS- Ethnic Differences; Risk Factors

Noting that young children in poverty face a greater likelihood of impaired development because of their increased exposure to a number of risk factors associated with poverty, this report presents statistical information on the incidence of poverty during early childhood. The report notes that the poverty rate for U.S. children under age 3 remains high (18 percent) despite its decline since 1993 from 27 percent, with very young children more likely to be poor than any other age group. Young children who live with single mothers are far more likely to be

DESCRIPTORS- *Competence; Definitions; Developmentally
Appropriate Practices; Early Childhood Education; *Early
Experience; *Educational Environment; Educational Practices;
High Risk Students; *School Readiness; Student Adjustment;
Student Motivation; *Young Children

This paper presents an expanded definition of school readiness that includes the skills children possess as they begin formal school as well as the ways that family backgrounds, preschool experiences, and primary-grade classrooms interact with children to point them toward school success or failure. The paper notes five dimensions of school readiness as put forth by the Resource Group on School Readiness of the National Education Goals Panel: physical well-being, emotional maturity, social confidence, language richness, and general knowledge. The paper asserts that a well-informed approach to improving children's school readiness must deal with three core questions: (1) What are the competencies that children bring with them to school? (2) How do early educational environments shape these competencies and how can we improve the competencies children bring to school? and (3) How do kindergartens and first grades respond to and build upon these competencies? Discussion of the competencies children need and the extent to which they have such capabilities at school entry focuses on literacy and language, and social and self-regulatory competencies. Characteristics of early educational environments shown to facilitate growth in these important competencies for school success are described as they relate to home experience; participation in high-quality prekindergarten programs, especially for poor children; and child-teacher interactions. The lack of consensus about how to deliver instruction in early education settings is also noted. Discussion of the impact on schools and classrooms on young children's competence focuses on providing access to instruction, providing the right kinds of instruction to all children, customizing the kindergarten classroom, and school readiness in the next decade. (Contains 41 references.) (KB)

ED 463 883   PS 030 302

Martella, Jana
Building Bridges to Healthy Kids and Better Students: School-Based Outreach and Enrollment for the State Children's Health Insurance Program and Medicaid. A View from the States.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 01
NOTE- 16p.; Nora Howley contributed to writing and editing.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agencies; Agency Cooperation; *Child Health;
Children; *Enrollment; *Health Insurance; Interviews; *Outreach
Programs; Program Descriptions; *State Programs
IDENTIFIERS- *Childrens Health Insurance Program; *Medicaid

Since its creation in 1997, the State Children's Health Insurance Program (SCHIP) has provided low-income children the access to health care they desperately need. Recognizing the important role health insurance plays in assuring that children come to school healthy and ready to learn, the Council of Chief State School Officers (CCSCO) gathered information from its member state education agencies (SEA) and the state agencies charged with oversight of the Medicaid programs. Interviews were completed with 27 SEA personnel and 20 staff from state Medicaid agencies, with 35 states represented. The CCSCO also convened an advisory group of representatives of key national

Countries; Higher Education; Job Skills; Literature Reviews; Models; Needs Assessment; Nurses; Nursing; *Nursing Education; Obstetrics; *Performance Based Assessment; Portfolio Assessment; Portfolios (Background Materials); Professional Education; *Program Design; Skill Development; State of the Art Reviews; *Student Evaluation; Systems Approach; Testing Programs; Theory Prac *England; *Midwives
IDENTIFIERS- *England; *Midwives

The assessment of practice in nursing and midwifery education programs across England was examined to determine its validity, reliability, fairness, and effectiveness in maintaining and developing the quality of care. The research was conducted in two phases. Phase 1 was designed to identify theoretical and practical areas of concern that would frame the rest of the study. Phase 2 consisted of in-depth studies of workplaces as sites for structuring project opportunities to conceptualize the development of practice-driven curricular and assessment projects and case studies of the key relationships underpinning assessment/assessment in the workplace. A total of 518 interviews, 219 observations of practice, and several shorter observations of discrete elements of practice were conducted. A three-stage model for moving from a piecemeal quasi-structure to an integrated assessment infrastructure was outlined. The elements of the three stages were as follows: (1) networks and dialogue nodes serving as an infrastructure for trust; (2) collaborative structures for education, curriculum development, and assessment of practice in practice; and (3) development and monitoring structures supporting full-fledged assessment monitoring. Although assessment quality assurance practice and deployment of resources varied greatly across England, environments with the characteristics of the proposed assessment infrastructure were found. (Contains 11 figures and 95 references.) (MN)

ED 463 399   CE 081 296

Stark, Sheila; Stronach, Ian; Warne, Tony; Skidmore, David; Cotton, Angela; Montgomery, Mark
Teamworking in Mental Health: Zones of Comfort and Challenge. Researching Professional Education Research Report Series.
PUB DATE- 00
NOTE- 151p.; Includes "Educational Preparation for Mental Health Nursing: Outcomes Evaluation of the Contribution of Mental Health Nurses within the Multi-Professional Multi-Agency Team. Research Highlights 40."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Clinical Experience; *Clinical Teaching (Health Professions); Competence; Cooperative Learning; Core Curriculum; Education Work Relationship; Educational Improvement; *Educational Needs; Educational Practices; Educational Research; Educational Trends; Emotional Development; Employment Qualifications; Focus Groups; Foreign Countries; Higher Education; Integrated Curriculum; Interdisciplinary Approach; Job Skills; Literature Reviews; *Mental Health Workers; National Surveys; Needs Assessment; Nurses; *Nursing Education; Policy Formation; Professional Education; Skill Development; State of the Art Reviews; *Team Training; *Teamwork; Trend Analysis
IDENTIFIERS- *England

A study evaluated the effectiveness of educational preparation for mental health nursing in multi-professional, multi-agency team environments in a range of mental health settings in

Secondary Career and Technical Education Teachers.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Career and Technical Education (75th, New Orleans, LA, December 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; Beginning Teachers; *Labor Turnover; Secondary Education; Success; *Teacher Attitudes; Teacher Burnout; Teacher Morale; *Teacher Motivation; Teacher Persistence; Teaching Conditions; Teaching (Occupation); Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Career and Technical Education; *Minnesota

A study was conducted to identify why secondary career and technical education (CTE) teachers, especially in Minnesota, remain in or leave the teaching profession. Research recently reported that nearly 22 percent of all teachers leave the teaching profession within the first three years of teaching. The population for this study was the 258 baccalaureate and post-baccalaureate graduates who obtained a standard or vocational teacher license in one of four vocational service areas between 1995 and 1999 at the University of Minnesota. The graduates were mailed surveys, with responses received from 79 (40 percent of the deliverable surveys). The study found differences between teachers who leave and those who remain in the teaching profession regarding their perception of the teaching commitment level and first-year teaching experience. Those who remained in the teaching profession were extremely committed to teaching, and they rated their first-year teaching experience as more positive than those who left. Teachers who stayed also rated their skills in organization and planning, functioning within a team environment, and practical experience higher than those who left. Those who left most often cited job-related stress as the reason for leaving. Recommendations were made for further research concerning the teaching environment and how it can be modified in order to encourage more CTE teachers to remain in the profession. (Contains 30 references.) (Author/KC)

ED 463 415 CE 082 985

Lee, Lung-Sheng Steven
Development of Technology Teacher Certification Examination in Taiwan.
SPONS. AGENCY- Taiwan National Science Council, Taipei.
PUB DATE- 02
NOTE- 27p.; Paper presented at the Annual Meeting of the International Technology Education Association (64th, Columbus, OH, March 14-16, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Development; Competence; *Competency Based Education; Delphi Technique; Developed Nations; Educational Needs; Foreign Countries; Higher Education; *Job Analysis; Knowledge Base for Teaching; Secondary Education; *Teacher Certification; Teacher Education; *Teacher Education Curriculum; Teaching Methods; *Technology Education; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- DACUM Process; Ohio; *Taiwan

model selection, organizational changes in schools, teacher's professional development in SBCD knowledge and skills, creation of a climate for SBCD, and constant evaluation of SBCD. (Contains 12 references and 5 figures.) (YLB)

ED 463 432 CE 083 074

Groff, Warren H.
Career Development E-Paradigms for Digital Dividends.
PUB DATE- 01
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Learning; Career Choice; *Career Development; *Career Education; Change Strategies; Computer Uses in Education; Continuing Education; Conventional Instruction; Corporate Education; Corporations; Delivery Systems; Distance Education; Educational Change; *Educational Practices; Educational Quality; Educational Technology; Elementary Secondary Education; Equal Education; Foreign Countries; Global Approach; Information Networks; *Information Technology; Instructional Development; *Internet; Labor Force Development; Lifelong Learning; Models; Needs Assessment; Postsecondary Education; Professional Development; School Business Relationship; Technological Advancement; *Technology Education; Tr Knowledge Management
IDENTIFIERS- Knowledge Management

Trends in using computer technology for career development and human resources development in companies in the United States and worldwide were reviewed, and the possibilities of adapting the latest advances in digital technology-based training delivery systems in school-based contexts were explored. A model was proposed that entailed having chief information officers and knowledge managers from the corporate world assist in counseling services and participate in development of developmentally appropriate curricula at all educational levels. The following were among the conclusions and recommendations presented: (1) the application of technology to all aspects of life and work is forcing providers of career development programs and services to analyze the needs and wants of their clientele and the way technology can be used in career-related decision making; (2) culturally diverse learners vary greatly in terms of wants and needs; (3) the conceptual frameworks of school-based career development models must be modernized and upgraded, based on advances in computing and information technology; (4) global strategic alliances can yield digital dividends for many nations and people; and (5) preparing educators to use technology for career development in electronic paradigms as well as traditional settings is essential for equality of access to high-quality opportunities both domestically and globally. (Contains 50 references.) (MN)

ED 463 433 CE 083 075

Long, Ellen
Patterns of Participation in Canadian Literacy and Upgrading Programs: Results of a National Follow-Up Study.
SPONS. AGENCY- Human Resources Development Canada, Hull (Quebec). National Literacy Secretariat.
PUB DATE- 01
NOTE- 118p.; Written with Sandy Middleton.

Participation; Postsecondary Education; Race; Research Methodology; Sex Differences; Statistical Analysis; *Student Characteristics; Student Educational Objectives; Womens Education
IDENTIFIERS- *National Household Education Survey
Participation of U.S. adults in formal learning activities during the 1990s was examined by analyzing data from the 1991, 1995, and 1999 Adult Education Surveys that were part of the National Household Education Surveys Program. Overall, participation in adult education between 1991 and 1999 increased among all but one age group (35-44 years), all racial/ethnic groups, all education levels, all labor force groups, and all occupation groups (except those in professional or managerial positions). The groups that did not increase their participation rates had some of the highest participation rates in 1991 and constant rates of participation thereafter. However, more in-depth statistical analyses revealed that participation in work-related courses by Hispanics, individuals with lower levels of education, individuals with lower-status jobs, and individuals who are employed part time is lower than that of other groups. Adults with lower levels of education were also less likely to participate in nonwork-related courses, even after other factors were accounted for. Despite elimination of some inequalities, highly educated and high-status groups remained the main beneficiaries of adult education. A discussion of the survey methodology and data reliability is appended along with nine standard error and logistic regression tables. (Contains 48 references and 27 tables/figures.) (MN)

ED 463 450 CE 083 143

Smith, Andrew
Evidence of Skill Shortages in the Engineering Trades.
PUB DATE- 02
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Competence; Education Work Relationship; Educational Needs; Employer Attitudes; Employment Level; Employment Patterns; Employment Projections; *Employment Qualifications; *Engineering Technicians; Entry Workers; Foreign Countries; *Job Skills; *Labor Needs; *Labor Supply; Metal Working; Needs Assessment; Postsecondary Education; Relevance (Education); Secondary Education; Technological Advancement; Technology Transfer; *Trade and Industrial Education
IDENTIFIERS- *Australia
Statistical information about employment in 13 engineering trades occupations in Australia was examined to identify skill shortages in the country's engineering trades. Data from various Department of Employment, Workplace Relations and Small Business (DEWRSB) reports regarding the supply of and demand for skills in the engineering trades including a 1999 DEWRSB survey of Australian employers' recent experience of skill shortages in the engineering trades were analyzed. Overall, the combination of commencements in new apprenticeship training, the availability of nonapprenticeship training pathways to the engineering trades, declining employment growth in recent years, and projected low growth in the future has been sufficient to keep pace with employment trends in the trades. However, despite continuing declines in total employment in the engineering trades, skill shortages are likely to persist especially for the more specialized metals trades. The study

the lure of drugs. The information provided is designed to enable parents and teachers to speak knowledgeably and effectively about drugs with their children and students. The first chapter focuses on how to communicate with children from their early years through adolescents. The second and third chapters teach parents some basic information about how drugs interact with the body and review the legal issues surrounding drug use. The remaining chapters deal with individual classes of drugs, including alcohol, caffeine, hallucinogens, inhalants, marijuana, nicotine, opiates and sedatives, Ecstasy, steroids, and stimulants. (JDM)

ED 463 469 CG 031 623

Vicario, Terra; Henninger, Erica; Austin, Megan; Chambliss, Catherine
College Students' Responses to New Communication Technologies.
PUB DATE- 02
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *College Students; Comparative Analysis; *Computer Attitudes; *Computer Mediated Communication; Electronic Mail; Higher Education; *Interpersonal Communication; *Personality Assessment; Student Surveys
IDENTIFIERS- Technologically Dependent

This study examined the risks associated with increased reliance upon technology, including e-mail, instant messages, and cellular phones. Subjects were undergraduate college students ranging in age from 17 to 29. A sample of 40 students was taken from a small liberal arts college in Pennsylvania. A second sample of 25 engineering students was taken from a large university in Illinois. Responses from these samples were merged with a pre-existing data set of 172. The following variables were assessed: cellular phone use, instant messenger use, and interference of cellular phones and instant messenger with work, school, and daily schedules. Another scale assessed attitudes regarding e-mail and perceived convenience of technology. Preferences and actual modes of communication were evaluated through separate ratings of communication patterns in relationships with parents, teachers, close friends, and significant others. Conscientiousness and agreeableness, two dimensions of the Big Five Mini-markers Scale, produced significant results. As hypothesized, differences between extraverts and introverts were found in regard to e-mail and cellular phone communication. College major and sex also produced significant results on communication preferences and behavior. Future research on the harmful effects and possible benefits are needed. (Contains 16 references.) (Author/JDM)

ED 463 470 CG 031 624

Munoz, Marco A.
Primary Mental Health in Elementary Schools: Its Impact on Psychosocial Measures.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Rating Scales; *Comprehensive School Health Education; Educational Objectives; Elementary School Students;

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Employed Parents; Employed Women; Higher Education; *Mothers; *One Parent Family; Parent Child Relationship; *Student Attitudes; Undergraduate Students; *Young Adults

To identify the attitudes towards maternal employment of undergraduates reared in single-parent families compared to those in dual-parent households, 717 undergraduates were surveyed. Subjects were divided into two groups based on number of household parents. Between group t-tests revealed a significant effect on the Beliefs about the Consequences of Maternal Employment subscale; students reared by single parents perceived greater benefits of maternal employment than those raised in two-parent households. Subjects from single-parent backgrounds were more likely than those with two parents to blame problems with their quality of life on their mother's work status. T-tests revealed that students raised in integral families were more approving of their fathers than students reared in single-parent households. (Contains 75 references and 4 tables.) (Author/GCP)

ED 463 492 CG 031 658

Morgan, John D., Ed.
Meeting the Needs of Our Clients Creatively: The Impact of Art and Culture on Caregiving. Death, Value and Meaning Series.
PUB DATE- 00
NOTE- 313p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Art Therapy; *Bereavement; Caregivers; Counseling; *Counseling Techniques; Creative Activities; *Creativity; *Cultural Context; Cultural Influences; *Death; Hospices (Terminal Care); Music Therapy; Theory Practice Relationship; Therapy
IDENTIFIERS- Dying; Funerals

This book integrates traditional understandings of care of the dying and bereaved with the use of arts and other forms of cultural creativity in therapy and funeralization. Authors provide insights into the practical aspects of caring for the dying and bereaved as well as new understandings of creativity. Chapters include: (1) "The Knowledge of Death Is a Stimulus to Creativity" (J. D. Morgan); (2) "Expressing Death and Loss through Music" (S. Silverman); (3) "The Advantages of Culture-Centered Counseling over Client-Centered Counseling" (P. Laungani); (4) "Diversity within Diversity: Strategies for Developing Insight among Professionals" (V. Baez and K. A. Oltjenbruns); (5) "Culture: Caring and Curing in the Changing Health Scene" (E. G. Pask); (6) "The Sociology of Body" (G. Howarth); (7) "Pastoral Caregiving: Caring as Presence" (R. B. Gilbert); (8) "Facing Life and Death: A Buddhist's Understanding of Palliative Care and Bereavement" (L. Kawamura); (9) "From Mourning to Morning" (S. S. Bailey); (10) "The Use of Music as Therapy with the Dying and Bereaved" (L. K. Heller and P. Alexander); (11) "Smashing Pumpkins and Blind Melons: Using Popular Music To Help Grieving Adolescents" (M. Gough); (12) "The Use of Humor, Art, and Music with the Dying and Bereaved" (G. Cox); (13) "The Arts and Story: A Source of Comfort and Insight for Children Who Are Learning about Death" (S. L. Bertman); (14) "Children, Death, and Fairy Tales" (E. P. Lamers); (15) "Children's Exposure to Sudden Traumatic Death: Bereavement, Post Traumatic Stress Disorder, and the Case for Early Intervention" (D. W. Adams); (16) "Why Have a Funeral?

Friendly Persuasion: Quaker Pedagogy in a Composition Classroom.
PUB DATE- 02
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Community Colleges; Cooperative Learning; Instructional Innovation; *Locus of Control; *Teacher Student Relationship; Two Year Colleges; *Writing Instruction
IDENTIFIERS- Dialogic Education; *Learning Environment; *Quakers

Peter Palmer's book "The Courage to Teach" sparked an interest in Quaker pedagogy in recent years. This paper sketches some ways in which Quaker principles inform what one educator does in his community college composition classes. The paper briefly describes the origins of Quakerism in the language of educators. It states that Quaker practice is not an authority-centered, instruction-based transmission of doctrine but rather a dialogic encounter, a mutual grappling with questions, a subtle blend of self-directed and peer-assisted cooperative learning. According to the paper, to run a class as a Meeting for Learning calls for a radical democratization of the classroom, a dismantling of classroom hierarchies, a decentralizing of control, as teachers learn to have power "with" their students rather than power "over" them. The paper finds that in a traditional composition class, the teacher maintains the locus of control in four areas: assigner of topics for composition; writer of formative comments on drafts; determiner of quality standards; and evaluator of how well students' final drafts meet those standards. The paper states that under Quaker pedagogy students are allowed much freedom to choose their topics--but a course must involve some sort of trajectory and unfold in some way. It explains that the first assignment in a sequence calls for a personal narrative exploring some time of internal struggle in the student's life, while the second movement in the trajectory involves some observing and reporting upon a place where people struggle in some way; the third movement is an immersion in a broader struggle, and the fourth movement is from "that" to "there." (NKA)

ED 463 515 CS 510 780

Holt, Linda E.
The Experienced Curriculum of the Contact Zone: An Examination of Metaphor in Students' Reflective Writing.
PUB DATE- 02
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Higher Education; *Metaphors; Portfolio Assessment; *Portfolios (Background Materials); *Writing Assignments; *Writing Instruction
IDENTIFIERS- *Contact Zones; *Reflective Writing

What astounds one writing teacher is what her students do with

Programs; State Programs; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- Administrator Surveys; *Maine; Parent Surveys; *Reading Recovery Projects

As part of program evaluation for the Reading Recovery (RR) program in Maine, parents, classroom teachers, administrators, and RR teachers responded to open-ended survey questions, and they rated the program along dimensions of quality. This report summarizes and synthesizes the responses received across the state of Maine to the surveys distributed during the 1995-96 academic year. Response rates were very high, ranging from 76% to 100%. Overall, all groups of respondents rated the program very favorably, with the majority of comments also reflecting approval and support for the program. The most frequent concerns raised were funding and how more children could benefit from Reading Recovery. For parent surveys, 1,087 responded out of 1,429, for a response rate of 76%. Of 535 surveys distributed to classroom teachers, 493 were returned, for a response rate of 92%. Out of 250 questionnaires distributed to administrators, 198 were returned, for a return rate of 79%. For RR teachers, 171 surveys were returned from 182 trained RR teachers, for a return rate of 94%. All 68 RR teachers in training returned their questionnaires, giving this group a 100% response rate. (Contains many comments from parents, classroom teachers, administrators, teachers trained in Reading Recovery, and teachers in training.) (NKA)

ED 463 536 CS 510 862

Rhodes-Kline, Anne K.
State of Maine Reading Recovery R Report and Evaluation, 1995-1996.
SPONS. AGENCY- Maine State Dept. of Education, Augusta.
PUB DATE- 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Early Intervention; Grade 1; High Risk Students; *Literacy; Outcomes of Education; Primary Education; *Program Evaluation; *Program Implementation; Public Schools; *Reading Programs; Remedial Programs; *State Programs
IDENTIFIERS- *Maine; *Reading Recovery Projects

Information gained from program evaluation for Reading Recovery (RR) in Maine is used to continually improve implementation of the program, as well as to generate additional evaluation questions. This report summarizes statewide findings about the program based on data from the 1995-96 school year. The report is organized topically into brief sections, each one reporting on a different aspect of the program. The information presented in the report includes a brief history of the Reading Recovery program in Maine; school-level implementation of the program; demographic information about the children served; the amount of time children spent in the RR program; program outcomes; literacy achievement over the first-grade year; information about classroom teachers' professional development in early literacy; and community attitudes about the program. At the end of the report, the Statewide Program Coordinator and Trainer of Teacher Leaders gives her recommendations, based on the findings presented, for the future success of the program. Sections of the report are: Foreword; Executive Summary; Reading Recovery in Maine, 1995-96; About the Data; Implementation; Children Served; Program Outcomes; Time in the Program; Criterion-Referenced Measures of Achievement; Norm

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Graduate Study; Higher Education; Program Descriptions; *Rhetoric; *Writing (Composition); *Writing Instruction

This paper presents an annotated list of 60 links to Rhetoric and Composition program resources on the World Wide Web. This listing of college-level writing programs in the United States in 1997 includes graduate departments in Rhetoric and the Teaching of Writing, as well as Composition programs which teach expository writing to undergraduates. It also includes a partial list of writing across the curriculum programs and annotations of related resource lists. Programs which focus exclusively on Technical Writing and Communications or Creative Writing are not included. (RS)

ED 463 556 CS 510 974

Smith, Jessica J.
The Use of Graphic Organizers in Vocabulary Instruction.
PUB DATE- 02
NOTE- 39p.; M.A. Research Project, Kean University. Six copyrighted graphic organizers in appendix are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Cloze Procedure; Comparative Analysis; Context Clues; *Instructional Effectiveness; Learning Disabilities; Middle Schools; *Vocabulary Development
IDENTIFIERS- *Graphic Organizers

This study was performed to determine whether graphic organizers or traditional methods were a more effective way of instructing and assessing vocabulary development. The traditional methods included instructing with the use of context clues and/or dictionary use, and assessing with the use of matching, cloze passages, and/or fill-ins. A group of ten, 7th grade boys with learning disabilities took part in the study. The study consisted of alternating the traditional and graphic organizer instructional and methods assessments over an 8-week period. The results of the study revealed no significant differences in vocabulary development with the use of graphic organizers versus traditional methods. Possible explanations for this finding are discussed. Appendixes contain four examples of how "Part to Whole" graphic organizers can be used; one example of "Vocabulary Matching"; and one example of a "Word Bank." (Contains 37 references.) (Author/RS)

ED 463 557 CS 510 985

Foster, David, Ed.; Russell, David R., Ed.
Writing and Learning in Cross-National Perspective: Transitions from Secondary to Higher Education.
SPONS. AGENCY- British Council, London (England).
PUB DATE- 02
NOTE- 363p.; Also published by Lawrence Erlbaum Associates, Inc. Also supported by Drake University Research Fund, Drake University Center for the Humanities, Dean of Drake University College of Arts and Sciences, German American Fulbright Commission, British Institute, John S. Knight Institute for Writing in the Disciplines at Cornell University, and Iowa State University Science, Technology, and Society Program.

analysis performed. The second task was to become familiar with the data. The third task was to integrate the data and conduct the analysis. After the introduction (chapter 1), the following topics are covered in their own chapters: student achievement, educational resources, college attendance, teacher quality, measuring the Department of Defense Educational Activities (DoDEA) contribution to student achievement, and conclusions and recommendations. Recommendations include continuing to focus on and deliver good student achievement as evidenced in this study, concentrating on maintaining DoDEA's high level of intellectual capability of its teachers when recruiting and managing them, and introducing a system to measure the contribution of DoDEA to student achievement. The report concludes with 30 tables. (RT)

ED 463 577 EA 031 576

Wildasin, David E.; Childress, Michael T.; Hackbart, Merl; Lynch, Lawrence K.; Martie, Charles W.
Financing State and Local Government: Future Challenges and Opportunities.
PUB DATE- 01
NOTE- 160p.; Accompanying CD-ROM not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Finance Reform; Policy; Tax Rates; *Taxes
IDENTIFIERS- *Kentucky

This report focuses on state and local taxation in the state of Kentucky. It looks into what "the ideal" tax system looks like and how Kentucky's system compares, whether the current system will provide adequate revenue for the long-term, whether the tax system is efficient, how fair and equitable the tax system is, and whether the state is competitive with respect to the taxation of business. There are eight chapters: (1) "Tax Reform in Kentucky: Principles and Practice"; (2) "Recent Trends in Kentucky State and Local Tax Policy"; (3) "Sales Taxation in Kentucky: Problems and Prospects"; (4) "Tax Equity in Kentucky: Family Tax Burdens and the Question of Fairness"; (5) "Business Taxes in Kentucky"; (6) "Local Government Finances in Kentucky"; (7) "The Impetus for Tax Modernization: Economic, Demographic, and Political Change"; and (8) "Tax Reform: Review and Perspective." A glossary of tax-related terms is included after the summary, and a CD-ROM providing fully indexed access to reports on Kentucky state and local finance is included on the back cover. (Contains 48 figures and 26 tables.) (RT)

ED 463 578 EA 031 577

Bottoms, Gene
Things That Matter Most in Improving Student Learning: Implications for State Policy and Educational Leadership. High Schools That Work.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Educational Improvement; Educational Policy; Elementary Secondary Education
IDENTIFIERS- *Southern Regional Education Board

Information to Legislators. Quick Turn Around (QTA).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Helping Relationship; *Information Dissemination; *Information Needs; *Legislators; *Lobbying; Special Education; State Legislation; State Officials

This fact sheet discusses the importance of providing state legislators with accurate information and gives guidelines for state education agencies to use when communicating with legislators about special education. The guidelines include: (1) focus on solutions; (2) be accurate; (3) include timelines for specific actions; (4) provide examples of specific situations, research-based practices, or policy solutions; (5) give additional sources; (6) provide concise, accurate information on a focused topic; (7) include minimal text; (8) use bulleted statements of one or two sentences; (9) prepare for faxing; (10) update online information; (11) respond to legislators within 24 hours; (12) avoid big mailings; (13) continue to educate because the composition of state legislatures changes frequently; and (14) target dissemination of materials to organizations that provide support to policymakers. (CR)

ED 463 598 EC 308 888

Smith, James T.; Smith, Denise M.
Graduate or Drop Out: Should Students with Special Needs Strive To Receive a Certificate of Completion?
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Conference of the Division on Career Development and Transition (DCDT) of the Council for Exceptional Children (CEC), Transition: Exploring New Frontier s (11th, Denver, CO, October 11, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dropouts; *Educational Certificates; *Employer Attitudes; Employment; *Employment Opportunities; *Graduation Requirements; High Schools; High Stakes Tests; *Learning Disabilities
IDENTIFIERS- *Indiana

The Indiana State Board of Education requires all students, including students with learning disabilities, to successfully pass the graduation examination: Indiana Statewide Testing for Educational Progress Plus. Students with learning disabilities who cannot pass the examination receive a Certificate of Completion upon graduation. As a result, many of these students have decided to drop out of high school, believing that remaining in school to earn only a Certificate of Completion is a waste of their time and effort. In order to determine employment opportunities for students who have graduated from high school with a Certificate of Completion, 13 employers from various companies and businesses in the areas of food, retail, and industry, were surveyed. Results from the survey indicate phases involved development of the model, implementation and evaluation in four schools, and replication in three additional schools. Each of the six project goals is first stated and then followed by a description of how each goal's specific objectives were met. Evaluation studies for each year are reported in detail. Appendices include the course syllabus, a bibliography of shared materials among collaborators, an internship syllabus, a teacher assessment measure, and forms used for lesson planning and collaboration. (Contains 52 references.) (DB)

ED 463 617 EC 308 914

Rhein, Deborah; Alibrandi, Mary; Lyons, Mary; Sammons, Janice; Doyle, Luther
Annotated Bibliography of Materials for Teaching Early Reading and Spelling. Project RIMES 2000.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 81p.; For related documents on Project RIMES 2000, see EC 308 913 and 915.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Beginning Reading; *Instructional Materials; Learning Problems; Primary Education; *Reading Difficulties; *Reading Instruction; Spelling Instruction

This bibliography, developed by Project RIMES 2000 (Reading Instructional Methods of Efficacy with Students), lists approximately 225 materials for teaching early reading and spelling to students at risk for reading and spelling failure. Materials are presented alphabetically by title. Entries usually include a grade level indicator, a brief description, price, author, publisher, phone number, order code, and Web site. Each material is also coded with a pictorial icon to identify the following types of materials: assessment, fluency, games and manipulatives, phonic decodable text, phonological awareness, Spanish materials, spelling, or other resources (teaching tools, professional resources, and references). (DB)

ED 463 618 EC 308 915

Rhein, Deborah; Alibrandi, Mary; Lyons, Mary; Sammons, Janice; Doyle, Luther
Annotated Bibliography of Computer Software for Teaching Early Reading and Spelling. Project RIMES 2000.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 32p.; For related documents on Project RIMES 2000, see EC 308 913 and 914.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Beginning Reading; *Computer Assisted Instruction; *Computer Software; Educational Media; Learning Problems; Primary Education; *Reading Difficulties; *Reading Instruction; Spelling Instruction

This bibliography, developed by Project RIMES (Reading Instructional Methods of Efficacy with Students) lists 80 software packages for teaching early reading and spelling to students at risk for reading and spelling failure. The software packages are presented alphabetically by title. Entries usually

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Building Design; *Educational Facilities Improvement; Educational Facilities Planning; *School Buildings; School Expansion; School Space; *Space Utilization

This paper discusses the process of updating school capacity, which is subject to change from a variety of factors (to comply with current building codes, changes in educational programs, changes in class size, expansion of educational services, and scheduling). The paper describes the two major components of updating school capacity: the program variation component (involving changes in class size and program), and the space management component (involving space utilization and school remodeling). The paper also discusses conceptual considerations regarding school capacity, including temporary, maximum, functional, practical, and reclaimed capacity. The paper concludes with a discussion of core questions: (1) "How efficiently is a school building being utilized?" (2) "What standard should be used to determine school capacity?" (3) "What are the considerations in reclaiming school capacity?" and (4) "What is 'best practice' in school capacity planning?" (Contains 17 references.) (EV)

ED 463 640 EF 006 073

Rosenberg, Gail Gegg; Blake-Rahter, Patricia; Heavner, Judy; Allen, Linda; Redmond, Beatrice Myers; Phillips, Janet; Stigers, Kathy
Improving Classroom Acoustics (ICA): A Three-Year FM Sound Field Classroom Amplification Study.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Public Schools.
PUB DATE- 99
NOTE- 22p.; Federal assistance provided by the Individuals with Disabilities Education Act (IDEA), Part B. Portions of this article presented at the Annual Convention of the American Academy of Audiology (Dallas, TX, 1995) and the Annual Convention of the Florida Association of Speech-Language Pathologists and Audiologists (Ft. Lauderdale, FL, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acoustical Environment; *Audio Equipment; Listening; Noise (Sound); Primary Education; *Program Effectiveness
IDENTIFIERS- *Frequency Modulation

The Improving Classroom Acoustics (ICA) special project was designed to determine if students' listening and learning behaviors improved as a result of an acoustical environment enhanced through the use of FM sound field classroom amplification. The 3-year project involved 2,054 students in 94 general education kindergarten, first-, and second-grade classrooms in 33 elementary schools in Florida. The Easy Listener Freefield System TM by Phonic Ear was provided in 64 experimental (amplified) classrooms, and the remaining 30 classrooms served as control (unamplified) classes. Analysis of observational data on 1,750 students indicated that students in amplified classrooms demonstrated significant improvement in listening and learning behaviors and skills, and progressed at and New Zealand, Caribbean, Central America, Europe, Middle East, North America, Oceania, and South America); and (4) "Bilingual Education" (e.g., weak and strong forms of bilingual education, the bilingual classroom, multiculturalism in education, and bilingualism and second language learning). Each section contains several topics, and each topic contains some central text, often supplemented and illustrated by textboxes, graphics, and photographs. Frequent examples are provided. (Contains approximately 2,000 references.) (SM)

ED 463 661 FL 027 224

Tollefson, James W., Ed.
Language Policies in Education: Critical Issues.
PUB DATE- 02
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; English (Second Language); Foreign Countries; Governance; International Relations; *Language Minorities; *Language Planning; Political Issues; Politics of Education; *Public Policy; Second Language Learning
IDENTIFIERS- Marginalized Groups

This collection of papers examines how language policies in education serve the interests of dominant groups within societies, how policies marginalize some students while granting privilege to others, how language policies in schools create inequalities among learners, and how schools can further the educational, social, and economic interests of linguistic minorities. The 16 papers include these: (1) "Introduction: Critical Issues in Educational Language Policy" (James W. Tollefson); (2) "Evolving Influences on Educational Language Policies" (Mary McGroarty); (3) "Accessing Language Rights in Education: A Brief History of the U.S. Context" (Terrence G. Wiley); (4) "Reflections on Language Policies in Canada: Three Examples" (Barbara Burnaby); (5) "Language Policy and Docile Bodies: Hong Kong and Governmentality" (Alastair Pennycook); (6) "'Who Will Guard the Guardians Themselves?' National Interest versus Factional Corruption in Policymaking for ESL in Australia" (Helen Moore); (7) "Language Planning and the Perils of Ideological Solipsism" (Thomas S. Donahue); (8) "Minority Language Politics in North India" (Selma K. Sonntag); (9) "Language Rights and the Destruction of Yugoslavia" (James W. Tollefson); (10) "Language Policy in Modern Japanese Education" (Florian Coulmas); (11) "Language Education and Foreign Relations in Vietnam" (Sue Wright); (12) "Language Planning in Korea: The New Elementary English Program" (Sook Kyung Jung, Bonny Norton); (13) "The English Language in African Education: Dependency and Decolonization" (Alamin M. Mazrui); (14) "Between Possibility and Constraint: Indigenous Language Education, Planning, and Policy in the United States" (Teresa L. McCarty); (15) "The Critical Villager: Transforming Language and Education in Solomon Islands" (David Welchman Gegeo and Karen Ann Watson-Gegeo); and (16) "Conclusion: Looking Outward" (James W. Tollefson). (SM)

ED 463 662 FL 027 225

Samuelsson-Brown, Geoffrey
A Practical Guide for Translators (Third Revised Edition). Topics in Translation 13.
PUB DATE- 98

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrators; *College Faculty; Curriculum Development; *Educational Improvement; Educational Planning; Higher Education; Student Evaluation; *Teaching Methods

This guide to teaching improvement is geared primarily to college faculty and administrators who want to improve teaching. The book covers major themes such as course planning, assessing student learning, lecturing, working with small groups, handling large classes, and the use of new technologies. Based on research findings and experience in undergraduate teaching, the book recommends that the teacher improve a piece at a time, using well-tried ideas at a comfortable rate. The essence of its discussion is continuous quality improvement. The chapters are: (1) "Forever Better"; (2) "The Student Learning Environment"; (3) "The Course Syllabus: Planning for Practice"; (4) "Assessment"; (5) "Presentations"; (6) "Maximizing Student Interaction: Group Work and Other Interactive Learning Techniques"; (7) "Working with Large Classes"; (8) "Mainly for New Faculty, Sessional Staff, and Teaching Assistants"; and (9) "Frequently Asked Questions." (Contains 14 tables, 3 figures, 45 boxes, and 66 references.) (SLD)

ED 463 682 HE 034 794

Musil, Caryn McTighe, Ed.

Gender, Science, & the Undergraduate Curriculum. Building Two-Way Streets.

SPONS. AGENCY- National Science Foundation, Arlington, VA.

PUB DATE- 01

NOTE- 206p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Books (010),Collected Works - General (020)

DESCRIPTORS- *Curriculum Development; Engineering; *Gender Issues; Higher Education; Interdisciplinary Approach; *Science Education; Sciences; *Undergraduate Students; *Womens Studies

In the essays in this book interdisciplinary groups of scholars and teachers explore ways to integrate the feminist science studies scholarship into the teaching of basic science and how to insert more basic science into the teaching of women's studies. The essays of part 1, New Courses and New Intellectual Frameworks: Transforming Courses in Science and Women's Studies, are: (1) "Life, Sex, and Cells" (Sharon Kinsman); (2) "General Chemistry: Expanding the Goals beyond Content and Lab Skills" (Thomas J. Wenzel); (3) "Integrating Science into Gender and Women's Studies Programs" (Katrin Schultheiss); and (4) "Issues in Women's Health: An Interdisciplinary Experience" (Maria Tahamont, Virginia Brown, and Janet Moore Lindman). Part 2, Policy and Pedagogy, contains: (5) "Issues for Ethnic Minorities and Women in Science and Engineering" (Angela Ginorio and Marjorie Olmstead); (6) "The Curriculum in Context: Campus Networks and Change" (Donna M. Hughes, Karen Stein, Lisa Harlow, Lynne Derbyshire, Helen Mederer, Donna Bickford, Joan Peckham, Mercedes Rivero-Hudec, Bette Erickson, and Fay Boudreaux-Bartels); (7) "What Is Feminist Pedagogy? Useful Ideas for Teaching Chemistry" (Catherine Hurt Middlecamp and Banu Subramaniam); (8) "Gender and Science across the Curriculum: Students Respond" (Laura Briggs, Jennifer L Croissant, Marta Civil, and Sharla Fett); and (9) "Conclusion: Frequently Asked Questions about Feminist Science Studies." Appendixes list the schools participating in the project from which these essays are derived and members of the advisory attached. (Contains 17 figures, 1 table, and 26 references.) (SLD)

ED 463 705 HE 034 828

Budig, Gene A.
A Game of Uncommon Skill: Leading the Modern College and University. American Council on Education/Oryx Press Series on Higher Education.
PUB DATE- 02
NOTE- 121p.; Foreword by Stanley O. Ikenberry.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Baseball; *College Presidents; Higher Education; *Leadership Qualities; Personal Narratives

A former college president, chancellor, and baseball executive shares insights on the role of the university leader. This book outlines the skills a university administrator needs to survive and prosper. The chapters are: (1) "U.S. Colleges and Universities Today: Simply the Best"; (2) "Students Not Fooled"; (3) "The Faculty Remains"; (4) "Trustees Are Human Too"; (5) "Courting the 'Older Students'--The Alumni"; (6) "Some CEOs Fear the Media"; (7) "Need for Public Relations"; (8) "Judged by Their Appointees"; (9) "The Provost, First among Equals"; (10) "Counselor Turned Bureaucrat"; (11) "Importance of the Numbers Person"; (12) "The Aide, No Ego Required"; (13) "Speak Less, Offer More"; (14) "Role of the Support Staff"; (15) "Knowing the Locals"; (16) "The Presidential Search, Then and Now"; (17) "What Leaders Can Do"; (18) "One Step at a Time"; (19) "Institutional Governance"; (20) "President as Teacher"; (21) "President as Fund Raiser"; (22) "Political Realities"; (23) "Working with Governors, Legislators"; (24) "The Spouse and Children"; (25) "An Agent for Social Change"; (26) "The Lost Weekend"; (27) "Learning Connection"; (28) "A Powerful Force, the Private Foundation"; (29) "Major League Baseball and Higher Education"; and (30) "Parting Thoughts." An afterword is titled "An Unanticipated Challenge." (Contains 22 references.) (SLD)

ED 463 706 HE 034 829

Cherry, Conrad; DeBerg, Betty A.; Porterfield, Amanda
Religion on Campus.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, IN.
PUB DATE- 01
NOTE- 316p.; "With the assistance of William Durbin and John Schmalzbauer."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beliefs; Case Studies; *College Students; Higher Education; *Religion; Religion Studies; School Culture; *Student Attitudes; *Values

Case studies at four colleges explored students religious studies, values, and practices. Observations and interviews show that both the practice and the study of religion are thriving and supported by campus cultures. The chapters are: (1) Introduction; (2) West University (Betty A. Deberg); (3) South University (Conrad Cherry); (4) East University (Amanda the program; creating an online cafe for off-topic discussions; and dealing with team/class disputes. These strategies are cross-indicated with their intended outcomes, i.e., strengthening the feeling of community as defined by a set of characteristics. Suggestions for evaluation techniques are also presented, as are questions for further research. (Contains 55 references.) (Author/MES)

ED 463 726 IR 021 145

Dowdy, Jackie; Parente, Sharon; Vesper, Virginia
Ebooks in the Academic Library.
PUB DATE- 01
NOTE- 12p.; In: Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, TN, April 8-10, 2001); see IR 021 138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Electronic Publishing; Evaluation; Higher Education; Information Technology; *Library Collections; *Library Services; *Publishing Industry; World Wide Web
IDENTIFIERS- *Electronic Books; Web Sites

This paper on electronic books (e-books) in the academic library begins by defining the e-book and presenting general information on developments in the e-book industry, including collections of e-books that are accessed through the Internet and electronic editions of print books that can be downloaded to a proprietary reading device. A list of e-book reading devices, along with links to their World Wide Web sites, is included. NetLibrary, an online e-book collection that is enjoying popularity in all types of libraries, is described. The problems and challenges that the e-book presents to a university library are addressed, including circulation, readability, bibliographic control, and administrative problems. The LSTA (Library Services and Technology Act)-funded Electronic Book Evaluation Project is summarized. (Contains 14 references.) (MES)

ED 463 727 IR 021 146

Jones, Ted C.; Sorenson, Karen
Combining Studio Videoconferencing and the Internet To Promote Intercultural Understanding.
PUB DATE- 01
NOTE- 8p.; In: Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, TN, April 8-10, 2001); see IR 021 138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; Cooperative Programs; Educational Technology; Foreign Countries; French; Higher Education; *Intercollegiate Cooperation; Presidential Campaigns (United States); *Second Language Instruction; *Teleconferencing
IDENTIFIERS- Austin Peay State University TN; France; United States; University of Tennessee Martin; *Video Teleconferencing

"Projet Mercure," or the Mercury Project, was a consortium of universities in North America that used videoconferencing to link with university classrooms in France; its purpose was to the measurement of professionals running the study (facilitators) to travel to a central location. A Web-based standard setting system was developed to offset the costs of travel for a typical, monitored standard setting, and to improve the standardization of the training materials. A study using the Web-based system was compared to a similar study using a monitored session. The results of this study are generally favorable toward using a Web-based standard setting system, and suggest that recommended passing scores from an Internet study will be similar to those from a monitored study. A future version of the system should improve on the communication between the judges, and between the judges and facilitator. However, the teachers in this study felt similarly about the overall experience, regardless of whether it was an Internet or face-to-face study. (AEF)

ED 463 748   IR 021 170

Ruthven, Kenneth
A Practitioner Model of the Successful Use of Computer-Based Tools and Resources To Support Mathematics Teaching and Learning: An Exploratory Study through Departmental Interviews in English Secondary Schools.
PUB DATE- 02
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; *Educational Practices; Educational Resources; *Educational Technology; Educational Theories; Foreign Countries; Instructional Development; Instructional Effectiveness; *Instructional Materials; *Mathematics Instruction; Secondary Education; Teaching Methods; *Teaching Models
IDENTIFIERS- England

This study analyzes the pedagogical ideas underpinning teachers' accounts of the successful use of computer-based tools and resources to support the teaching and learning of mathematics. These accounts were elicited through group interviews with the mathematics departments in seven secondary schools in England, conducted in the first half of 2000. The central themes are organized to form a pedagogical model, capable of informing use of such technologies in classroom teaching, and of generating theoretical conjectures for future research. The thematic components of the model are summarized and related to prior research into computer use in mainstream schooling. Four themes depend most directly on exploiting affordances of information and communications technology (ICT): ambience enhanced in changing the general form and feel of a classroom activity; tinkering assisted in helping to correct errors and experiment with possibilities in carrying out tasks; routine facilitated in enabling subordinate tasks to be carried out easily, rapidly, and reliably; and features accentuated in providing vivid images and striking effects which highlight properties and relations. Three further themes depend in turn on these processes: restraints alleviated in mitigating factors inhibiting student participation; motivation improved in generating student enjoyment and interest, and building student confidence; and attention raised in creating the conditions for

Digital Libraries: Universal Access to Human Knowledge. Report to the President.
PUB DATE- 01
NOTE- 32p.; Produced by President's Information Technology Advisory Committee, Panel on Digital Libraries.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; *Electronic Libraries; *Federal Government; *Government Role; Intellectual Property; Internet; *Library Development; Library Materials; Library Services; Policy Formation

This report to the President and Congress provides an overview of digital libraries. The following related findings are discussed: the full potential of today's digital libraries to support the national challenge transformations has not yet been realized; the federal government can and should do much more to further the science, technology, and creation of digital libraries; libraries, museums, archives, and holders of other digital library collections face significant technical and operational challenges as they migrate to and maintain their holdings in digital form; and intellectual property rights need to be addressed in order to facilitate the creation of and access to digital libraries. The following recommendations are presented: support expanded digital library research in metadata, scalability, interoperability, preservation, intellectual property rights, privacy/security, and human use; establish large-scale digital library testbeds; the federal government should provide the necessary resources to make all public federal material persistently available in digital form on the Internet; and the federal government should play a leadership role in evolving policy to deal fairly with intellectual property rights in the digital age. (Contains 77 references.) (MES)

ED 463 768 IR 058 451

Abel, Richard E., Ed.; Newlin, Lyman W., Ed.
Scholarly Publishing: Books, Journals, Publishers, and Libraries in the Twentieth Century.
PUB DATE- 02
NOTE- 318p.; Katina and Bruce Strauch were Editors-in-Chief.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- *Books; *Information Technology; Information Transfer; *Libraries; *Publications; *Publishing Industry; *Scholarly Journals; Technological Advancement; Trend Analysis
IDENTIFIERS- Booksellers; Twentieth Century

In this volume, publishers, booksellers, journal dealers, and librarians share their views on libraries and publishing. While the information/knowledge transfer process in the entire span of the twentieth century was to be addressed by the contributors, the principal focus of every author was to be the last five decades in which the most profound, intractable, and portentous developments in the conjoined worlds of the book, the journal, information technology, and the library occurred. Chapters include: "The Growth of Printed Literature in the Twentieth Century" (Albert Henderson); "Introduction--The Change of Book and Journal Infrastructure: Two Publishers, Consolidation, and Niche Publishers" (Richard E. Abel); "Part One--Technology in Publishing: A Century of Progress" (Peter Adams); "Part Two--Differentiation of Publishing by Class of Publication" (Richard Zeldin); "Growth and Change in Trade

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Accountability; *Change Strategies; College Role; Community Benefits; *Community Colleges; Community Relations; Competition; *Educational Cooperation; Organizational Climate; Organizational Objectives; Outcomes of Education; *Performance; School Effectiveness; *Technology; Two Year Colleges

In this book, the Consortium for Community College Development's Think Tank (Michigan) identifies four critical and enduring issues for change in community colleges: (1) attracting and recruiting students in an increasingly competitive market; (2) improving student success through innovative approaches to teaching and learning; (3) encouraging faculty and staff to think about new ways of delivering programs and services; and (4) locating resources to support and update technology. The Think Tank advocates thinking outside the box when approaching change. It also identifies three universal themes: (1) technology; (2) accountability; and (3) competition. Technology is a primary driver of change, and all colleges are struggling to conceptualize and capitalize on technology's potential. Colleges are increasingly being asked to provide measurable evidence of effectiveness; accountability demands are a significant catalyst for institutional change. The Think Tank argues that community colleges must ask what distinctive forms of value will they deliver in order to gain a competitive edge. The paper stresses the importance of thinking in terms of life-long learning as well as the need for multi-faceted learning in light of the diversity of today's students, as well as encouraging and fostering learning communities that can move the institution and individual learners beyond the limits of current capacity. (NB)

ED 463 789   JC 020 298

Lawhon, Joe; Claassen, Scott; Schmitt, LeAnn; Rolfstad, Trish
Performance Audit Report: Reviewing Issues Related to Community Colleges' Customized Employee Training Courses.
PUB DATE- 98
NOTE- 51p.; A report to the Legislative Post Audit Committee.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Role; *Community Colleges; Education Work Relationship; *Educational Assessment; *Educational Finance; *Educational Objectives; *Outcomes of Education; *Partnerships in Education; Program Implementation; Two Year Colleges
IDENTIFIERS- *Kansas

This document is a report on audit findings on issues related to 1997 Kansas community college customized employee training courses. Twenty-eight community college customized employee training classes were reviewed in the audit. Findings showed that: (1) 16 of 19 community colleges provided customized employee training courses for college credit; (2) at least 82% of the courses were estimated to be offered at no cost to the requesting businesses; (3) customized training courses were taught at businesses, instructed by business experts, and used equipment supplied by the business; (4) companies would pay employees' tuition and the community colleges would pay rent for the facility space, instruction, and equipment; and (5) the colleges usually ended up paying much more in the agreements. The report states that such customized training courses lack clear and consistent structure resulting in the granting of

Factors Influencing Student College Choice at a Northeastern Minnesota Tribal College.
PUB DATE- 00
NOTE- 186p.; Ed.D.thesis, University of Minnesota.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- American Indians; *College Choice; Community Colleges; *Enrollment Influences; Institutional Characteristics; Marketing; School Location; *Student Attitudes; Student Costs; *Student Recruitment; Tribal Sovereignty; *Tribally Controlled Education; Two Year College Students; Two Year Colleges

This dissertation addresses the factors influencing student college choice and their relationship to marketing processes in a northeastern Minnesota tribal college. The project involved a three-stage process of college choice--predisposition, search, and choice--and the related factors within each stage. From a review of the literature, a number of key factors emerged regarding each stage of the three-step process. A survey instrument was developed and piloted using these factors. In January 2000, the survey was administered to students attending Fond du Lac Tribal and Community College (Minnesota). Forty-two percent of the on-campus student population participated in this study. Survey data were analyzed using a variety of descriptive and inferential statistics. Findings showed that students were influenced by a number of factors. In the predisposition stage, students agreed that they had always known that they would attend college and that they possessed the academic capability of attending college. In the search and choice stages, students responded consistently that the factors of campus location, academic programs, class size, cost, hospitality/friendliness, and campus size were influential in making their college selections. Though this study is specific to a tribal institution, the author believes the research will translate well to the general field of student recruitment and will provide a system for analyzing customer trends and activities to ensure success. (Contains 84 references and 7 appendices, including the research instrument.) (NB)

ED 463 810   JC 020 326

Bers, Trudy H., Ed.; Calhoun, Harriott D., Ed.
Next Steps for the Community College. New Directions for Community Colleges. The Jossey-Bass Higher and Adult Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 123p.; Published quarterly. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Faculty; *Community Colleges; Compensatory Education; *Educational Research; English (Second Language); Evaluation; Labor Education; Labor Force; *Literature; Outcomes of Education; Policy Analysis; *Problem Solving; *Publications; Remedial Instruction; Second Language Learning; Services; Transfer Rates (College); Two Year Colleges

This spring 2002 issue of New Directions for Community Colleges reviews recent research on topics of importance to two-year colleges and identifies challenges and practical solutions. The

Start/grantee environment, such as school performance problems, tensions between blacks and Latinos, and leadership changes and performance problems at the Head Start level. Notable successes included the development of a self-sustaining task force, significant school changes, the provision of a mechanism for parental support, and strong ties with the local police department. (Appended is a chart detailing the logic model for California's Free to Grow Project.) (KB)

ED 463 829 PS 029 308

Gleason, Philip; Suitor, Carol
Food for Thought: Children's Diets in the 1990s. Policy Brief.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Eating Habits; Federal Programs; *Nutrition; Public Policy
IDENTIFIERS- Food Guide Pyramid; *Nutrition Services; Nutritional Status; School Breakfast Program; School Lunch Program

Since the late 1980s, identifying nutritional problems in children's and adults' diets and developing initiatives to help Americans improve what they eat have received considerable attention. This policy brief summarizes 2 studies of children's nutrition with the objectives of describing the diets of school-age children as of the mid-1990s, examining the relationships between their participation in federal nutrition programs and dietary intake, and examining changes in their intake between 1989-91 and 1994-96. Data were obtained from more than 5,000 children, ages 6 to 18, who completed dietary intake interviews during either period. Regression models were used to estimate the relationship between school meal participation and dietary intake. Among the main findings are that children consumed too much dietary fat and sodium, and a large proportion of their food energy came from added sugars. Most children consumed enough vitamins and minerals, but there were some problem areas, including vitamins A and E, zinc, folate, and magnesium. Children's intake of food groups were consistent with their inadequate intakes of selected vitamins and minerals. Over the study period, trends in dietary intakes were mixed. Despite an increase in food energy intake from the early to mid-1990s, children's vitamin and mineral intakes remained constant, suggesting that calorie increases were driven by an increase in foods/drinks high in added sugars. The school meal programs appeared to have a positive effect on children's consumption of milk, fruit, vegetables, and associated vitamins and minerals. Areas of concern in children's diets are problem nutrients, failure to follow the Food Pyramid, and excessive fat intake. (KB)

ED 463 830 PS 029 309

Rosenbach, Margo
Children in Foster Care: Challenges in Meeting Their Health Care Needs through Medicaid. Policy Brief.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Health; *Children; Comparative Analysis; Foster Care; *Foster Children; Health Needs; Health Services;

Resolution, and More" compact disc (Rounder Records Corp., 1998). Compact disc not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; *Conflict Resolution; Disabilities; Early Childhood Education; *Learning Activities; *Music; *Self Esteem; Television Viewing; *Young Children
IDENTIFIERS- *Media Literacy

When children have healthy ways to process the news and information they see on television, they are better prepared to approach conflict peacefully and solve problems in their everyday lives. This guide presents activities for children to help them learn to think critically about what they see on television, to resolve conflicts productively, and to develop healthy self-esteem. Each of the three sections contains a short introduction to the subject as it affects young children, songs and activities including sheet music and lyrics, and activities to explore the topic of each song with 3- to 8-year-olds and expand upon the song throughout the day. Each activity includes a list of materials needed, directions, discussion ideas for talking with children, and activity variations for children with disabilities. The chapters are: (1) "Turn it off, Change the Channel, Leave the Room!"; (2) "Dad Threw the TV out the Window: 50 Things That I Can Do Instead of Watch TV"; (3) "Buy Me This and Buy Me That"; (4) "The TV Way"; (5) ""Count to Ten and Try Again"; (6) "Use a Word"; (7) "Talk to Me"; (8) "Sharing"; (9) "A Ballet Dancing Truck Driver"; (10) "That's What I Like about You"; and (11) "The Power in Me." The guide and a compact disc on which it is based, aim to help children process television and media influences in a positive way, emphasizing creative conflict resolution, managing television time and creative time, and understanding the differences between TV and video super heroes and real life. (KB)

ED 463 847 PS 030 259

Embracing Our Children: A Report Based on a Forum about Universal Access to Prekindergarten Programs (Pocantico Hills, New York, December 6-8, 2000). Pocantico Paper.
SPONS. AGENCY- Rockefeller Bros. Fund, New York, NY.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Certification; Change Strategies; Educational Change; Financial Support; Partnerships in Education; Preschool Children; *Preschool Education; *Preschool Teachers; Professional Development; *School Community Relationship; *School Readiness; Standards; State Programs
IDENTIFIERS- *Universal Preschool

This report is based on a forum on the topic of universal access to prekindergarten programs, "Toward a New Education Framework: Expanding the Boundaries To Include UPK," held in December 2000 with 30 education leaders from Connecticut, New York, South Carolina, and Vermont. The goal of the forum was to provide an opportunity for school superintendents to share strategies for linking prekindergarten programs to the K-12 public school poor than those who live with married parents. The poverty rate for Black and Hispanic children under age three is three times higher than that for White children. Hispanic young children living in a two-parent family are three times as likely to be poor as Black children and the gap is increasing. For the majority of poor children under age three, having parents who are employed does not prevent them from living in poverty. It is argued that the welfare reform of the 1990s has removed much of the safety net of public assistance for poor children and that the increasing unemployment in the current recession poses new challenges for them. The report maintains that postponing a debate about how to reduce young child poverty will increase the ultimate costs of corrective actions. The report concludes by asserting that it is possible to develop and implement strategies to reduce young child poverty that would still be consistent with American values. (KB)

ED 463 865 PS 030 280

Healthy Start and Healthy Families: Outreach and Enrollment Tool Kit. Revised.
SPONS. AGENCY- Columbus Foundation, OH.; George Gund Foundation, Cleveland, OH.; Cleveland Foundation, OH.
PUB DATE- 02
NOTE- 44p.; Additional support from the Ingram-White Castle Foundation, and the Bernhart J. Mertz, Florence E. K Hurd, Lewis K Osborne, and David Tod G. Lum Funds of the Columbus Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; Children; Eligibility; *Enrollment; *Health Insurance; *Outreach Programs; Program Descriptions; State Programs
IDENTIFIERS- Childrens Health Insurance Program; *Ohio

The Healthy Start and Healthy Families programs offer children up to age 19, parents, and pregnant women in Ohio the health services families need, including doctor's visits, prescriptions, hospitalization, immunizations, prenatal care, eyeglasses, dental care, and mental health care. This tool kit was designed to help practitioners in programs for young children and their families assist those families in applying for the Healthy Start and Healthy Families programs. The tool kit is presented in seven parts: (1) "Outreach for Healthy Start and Healthy Families," presenting 10 steps programs can take to help families enroll; (2) "Healthy Start and Healthy Families," describing the programs, their coverage, and eligibility requirements; (3) "Healthy Start and Healthy Families--The Application Process," providing step-by-step instructions for assisting families through eligibility screening, completing the application, and gathering required documentation; (4) "Follow-up," procedures for ensuring that families are enrolled or finding out why families were denied services; (5) "Re-Enrollment--Making Sure Families Maintain Healthy Coverage," helping to ensure continuous coverage; (6) "Summary"; and (7) "Tools and Resources" providing relevant phone numbers and Web sites and delineating eligibility requirements and federal poverty guidelines for 2001. (KB)

ED 463 866 PS 030 281

organizations involved in governance and outreach for Medicaid and SCHIP; this group reviewed preliminary findings and discussed possible strategies for strengthening school-based outreach and enrollment efforts. Findings revealed that states enlist a variety of strategies to extend the reach of the SCHIP and Medicaid programs. Linking outreach to the school-based nutrition programs was the most common outreach tool. School nurses played a key role in school-based activities for SCHIP and Medicaid. Several barriers to successful and consistent implementation of outreach strategies were noted, including the lack of statewide systemic school-based infrastructure for disseminating and collecting information on SCHIP and Medicaid, inconsistent involvement in programs at the local level, and the need for a common language linking the education and health domains. States have enlisted a number of strategies to overcome these barriers, the most important being collaborating with agency personnel. A call to action was devised to strengthen and institutionalize school-based outreach and enrollment for SCHIP and Medicaid. (A list of the participating states and members of the advisory group is appended.) (KB)

ED 463 884   PS 030 303

Farkas, Steve; Johnson, Jean
Aggravating Circumstances: A Status Report on Rudeness in America.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 02
NOTE- 59p.; Produced with Ann Duffett and Kathleen Collins.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Child Relationship; Adults; Behavior Problems; Children; Focus Groups; Interpersonal Communication; Interpersonal Relationship; National Surveys; *Public Opinion; *Social Behavior; Telephone Surveys
IDENTIFIERS- Courtesy; Manners; Respect; *Rudeness

How people treat each other in their daily interactions seems to be profoundly important and even central to the definition of a "civilized" society. This nationwide survey examined what Americans are thinking about courtesy, manners, rudeness, and respect. Data were gathered through a random sample telephone survey of 2,013 adults conducted in January 2002; individual interviews with leaders in academic, media, public interest groups, and customer relations organizations; and seven focus groups. Six major findings emerged from the study: (1) Americans say that while disrespect, lack of consideration, and rudeness are serious, pervasive problems that affect them on a personal level, they acknowledge that the treatment of racial and ethnic minorities and the disabled has improved; (2) respondents believe that too many business and customer service employees are careless, apathetic, and unhelpful, with almost half of those surveyed indicating that they had walked out of a business because of bad service; (3) the majority of respondents complained about inconsiderate, even dangerous drivers, rude cell phone users, and an almost ubiquitous onslaught of profanity and coarse language; (4) Americans are particularly concerned about the discourteous and disrespectful conduct of children, and they hold parents responsible for this phenomenon; (5) respondents point to a variety of factors to explain the deterioration of courtesy and respectfulness, including too much crowding and a declining sense of community; and (6) most people believe that the shock and loss of September 11th changed the behavior of Americans for the better, but they suspect that the change will be short-lived.

England. The following data collection activities were conducted: an extensive literature review; local focus groups with mental health service users, care providers, nurses and managers, multi-professional team members, tutors, and students; a national survey administered to 800 mental health care service users, providers, and students; case studies of 8 sites across England; and a national survey of 400 individuals to obtain feedback on findings obtained during earlier phases of the study. The following were among the 23 recommendations emerging from the study: (1) because teamwork is more effectively "caught" than "taught," provide students with longer clinical placements earlier in their preregistration programs; (2) place more emphasis on team-building skills; (3) promote more collaborative patterns of teamwork, both in clinical and educational settings; (4) combine teamwork-focused case studies, educational vignettes, and assignments with technical nursing issues and user perspectives; (5) give more consideration to the affective nature of nurses' work, both in terms of stress and in terms of vocational commitment; and (6) give ex-mental health service users greater input in policy, practice, and educational contexts. (Contains 297 references.) (MN)

ED 463 400 CE 081 297

Langton, Helen; Blunden, Gillian; Hek, Gill
Cancer Nursing Education: Literature Review and Documentary Analysis.
PUB DATE- 99
NOTE- 236p.; Includes "Cancer Nursing Education: Literature Review and Documentary Analysis. Research Highlights 37."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cancer; *Clinical Teaching (Health Professions); Competence; Core Curriculum; Course Content; Curriculum Evaluation; Education Work Relationship; *Educational Needs; Educational Practices; Educational Research; Educational Supply; Employment Qualifications; Foreign Countries; Higher Education; Hospices (Terminal Care); Instructional Development; Job Skills; Literature Reviews; Needs Assessment; *Nurses; *Nursing Education; *Oncology; Professional Continuing Education; Professional Development; Professional Education; Records (Forms); Relevance (Education); Skill Development; State of the Art Reviews; Theory Practice Relationship; Trend Analysis
IDENTIFIERS- Nurse Patient Relationship; Pain Control; *United Kingdom

The knowledge and skills needed by cancer nurses and the content and strategies of England's existing cancer nursing education programs were examined. The study included a comprehensive literature review and an analysis of course documents from selected English National Board-approved post-qualifying cancer nursing and palliative care courses offered at five major nursing education centers in England. The following key themes were identified as being significant to cancer care nursing education: prevention and detection/diagnosis; the nature of cancer; treatment; psychosocial aspects; rehabilitation and survivorship; death and dying; organization of care; key skills; and the future of cancer nurse education. Analysis of the course documents suggested that England's educational centers are able to respond positively and rapidly to the changing cancer care agenda. However, the existing curricula appeared to have major weaknesses in the areas of

A project was conducted to develop assessment instruments for the living technology (LT) teacher certification examination in Taiwan. Living technology is a secondary-level comprehensive experiential program that addresses technology, its evolution, applications, and impacts. During the project, LT teacher competencies were identified and verified, and secondary-school LT technology teacher certification examination approaches were identified. Both DACUM (Developing a Curriculum) and Delphi approaches were used to identify and verify a job file for secondary LT teachers. Eight duties and 46 tasks were identified, and competency-based certification examination approaches were described. The development process and standards created were somewhat similar to the Ohio model curriculum standards, which are also competency-based. In addition to aiding the development of assessment instruments, the job profile can be used as a tool for developing curriculums, creating teacher examinations, reviewing programs, recording progress, and assisting in career development of persons in the field of technology teacher education in Taiwan. (Author/KC)

ED 463 416 CE 082 987

The National Strategic Plan and Action Agenda for Agricultural Education: Reinventing Agricultural Education for the Year 2020. Creating the Preferred Future for Agricultural Education.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; National Future Farmers of America Foundation, Madison, WI.
PUB DATE- 00
NOTE- 26p.; For another "Reinventing Agricultural Education for the Year 2020" document, see CE 082 834.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agricultural Education; Course Content; *Curriculum Development; Educational Needs; *Educational Objectives; *Educational Planning; Educational Trends; Elementary Secondary Education; Environmental Education; Futures (of Society); Integrated Curriculum; *Lifelong Learning; Natural Resources; Postsecondary Education; Strategic Planning; Teacher Education; Teacher Education Programs; Vocational Education
IDENTIFIERS- Agricultural Literacy; *Reinventing Agricultural Education for Year 2020

The Reinventing Agricultural Education for the Year 2020 initiative, a project conducted during 1996-1999 with a diverse group of more than 10,000 people from across the United States, resulted in this strategic plan designed to achieve the mission set by the initiative. That mission has a two-part focus: preparing students for career success in agricultural occupations and creating lifetime awareness of the global agriculture, food, fiber, and natural resources systems. One goal of the plan is to develop an abundance of highly motivated and well educated teachers in all disciplines involving agricultural education, at all educational levels. Among the actions intended to help meet that goal is to conduct a national forum to identify best practices of successful teacher preparation programs. Another goal of the plan is to insure that all students have access to lifelong instruction in agricultural-related topics through a variety of delivery methods. Among the actions to help meet that goal is to develop a collection of experiential learning models for varied student-teacher ratios in diverse settings. A third goal is all students becoming conversationally literate in agriculture,

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; Adult Education; *Adult Literacy; Developed Nations; Dropout Characteristics; Dropout Research; Dropouts; Educational Demand; Educational Research; *Enrollment Influences; Followup Studies; Foreign Countries; Learning Motivation; *Literacy Education; National Surveys; Participant Characteristics; *Participant Satisfaction; Participation; Program Attitudes; Socioeconomic Influences; Student Attitudes; Student Educational Objectives; *Student Recruitment
IDENTIFIERS- *Canada

In early 1999, ABC Canada and Literacy British Columbia (BC) worked with 55 literacy organizations across Canada to study student recruitment and retention. Telephone interviews were conducted with 338 people who had contacted programs seeking literacy information or services (callers). Findings indicated callers constituted a broad cross-section of people, from all age groups, from large and small communities, with a very wide range of formal education and employment status; callers heard about programs and how to contact them through media advertising and posters, telephone book, community groups, agencies, schools, and word-of-mouth; callers were seeking help with reading and writing, getting a high school diploma or credits, math alone or as a component with reading and writing, employability skills, or English as a second language; more callers were interested in improving literacy skills for personal, social, and general educational reasons than for job or retraining purposes; less than half of callers enrolled in a program; program/policy-related factors were the main reasons driving non-enrollment for the most callers; socioeconomic-circumstantial factors were the main reason reported by more than half of dropouts; and of those who had completed or were still in a program, 88 percent reported high levels of satisfaction with program level, content, and teaching structure. National Follow-Up Survey is appended. (Contains 48 figures, 42 references, and an index.) (YLB)

ED 463 434 CE 083 076

Allen, Pam; Pardue, Don
Jobs for Florida's Graduates Program Becomes Independent and Its Performance Improves. OPPAGA Status Report.
PUB DATE- 02
NOTE- 10p.; For another report on Jobs for Florida's Graduates, see ED 437 559.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Counseling; *Education Work Relationship; Employment Services; Graduation; *High Risk Students; High Schools; Job Training; Mentors; *Potential Dropouts; *Program Effectiveness; Program Evaluation; *Program Improvement; State Aid; State Legislation; State Programs
IDENTIFIERS- Florida; Jobs for Americas Graduates

The Jobs for Florida's Graduates (JFG) program targets high school students and provides services to help these students graduate and to continue their education or find meaningful employment within one year of graduation. School managers and "job specialists" serve as mentors, identify at-risk high school students, and provide them with job counseling and training services. The 2001 Florida state legislature has made suggested that the issues of relevance and quality of training for existing workers and new entrants to the engineering trades will be even more critical than increasing the numbers of individuals in training. The biggest challenge to meeting Australia's rapidly changing engineering skill needs appears to be ensuring that the content and coverage of training keeps pace with the rapid rate of technological change in engineering. (Contains 14 tables, 6 figures, and 7 boxes.) (MN)

ED 463 451 CE 083 144

Ryan, Chris
Individual Returns to Vocational Education and Training Qualifications: Their Implications for Lifelong Learning.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 02
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; Cost Estimates; Definitions; Education Work Relationship; Educational Attainment; *Educational Benefits; Educational Finance; Educational Status Comparison; Employment Qualifications; Foreign Countries; *Lifelong Learning; Literature Reviews; Postsecondary Education; Predictor Variables; Regression (Statistics); *Salary Wage Differentials; Secondary Education; Sex Differences; Student Costs; *Vocational Education; Womens Education
IDENTIFIERS- Australia; Rate of Return; *Return on Investment

The individual results to vocational education and training qualifications (VET) and the implications thereof for lifelong learning were examined by analyzing data from Australia's 1997 Survey of Education and Training. Private rates of return to various VET qualifications for individuals were calculated by using the internal rate of return, which is the discount rate equating the stream of incremental income from education and training with its costs. Wage regression equations were estimated to explain the full-time wages of male and female employees separately. The following were among the key conclusions: (1) individuals who complete VET qualifications generally receive higher wages than similar individuals who do not complete VET; (2) the wage effects of completing VET qualifications are higher for males than for females; (3) wages vary by VET qualification level; (4) VET qualifications provide continuing benefit to individuals throughout their careers; (5) VET study that does not lead to a qualification may have little effect on wages; (6) returns to VET qualifications are highest for those who work full time and study part time, while undertaking their course; and (7) lifelong learners who work full time and study part time enjoy modest, positive returns for further VET qualifications. Regression results and variable definitions are appended. (Contains 48 references, 30 endnotes, and 6 tables.) (MN)

ED 463 452 CE 083 145

Ryan, Chris
Longer-Term Outcomes for Individuals Completing Vocational Education and Training Qualifications.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 02
NOTE- 57p.
LANGUAGE- English

Interpersonal Competence; Mental Health; *Primary Education; Program Development; Program Evaluation; Public Schools; Student Behavior
IDENTIFIERS- Jefferson County Public Schools KY; *Psychosocial Factors

The Primary Mental Health Project (PMHP) is a research-based, selective program implemented by the Jefferson County Public Schools. The goal of the program is to enhance learning and other school-related competencies. Key structural components of the program include a focus on young children, early screening and selection, use of paraprofessionals to provide direct services to children, and ongoing program evaluation. A management-oriented evaluation approach was used in the evaluation of PMHP being used in 12 elementary schools. Both treatment and comparison groups were evenly distributed in terms of race and gender. The Teacher-Child Rating Scale was used as a pre- and post-test for the participating students in the treatment schools only. The central measures were related to task orientation, behavior control, assertiveness, and peer social. Statistically significant differences were found in the pre- and post-test analysis at the district and at the specific domain of behavior control. Gains were also noted at most of the individual schools. The analyses recommend use of a treatment versus comparison group pre-post-test design at the student level. (JDM)

ED 463 471   CG 031 625

Munoz, Marco A.
Early Interventions in High Poverty Elementary Schools: The Impact of a Mental Health Program on Social Skills and Conflict Resolution Learning.
PUB DATE- 02
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aggression; Conflict Resolution; Elementary Education; Elementary School Students; *Empathy; *Interpersonal Competence; Peer Relationship; *Prevention; Program Development; Program Effectiveness; Public Schools; School Safety; Social Cognition; Student Behavior; *Violence
IDENTIFIERS- *Jefferson County Public Schools KY

Second Step, a research-based violence prevention program for kindergarten through middle school aged children, was implemented in several Jefferson County Public Schools. The objective of Second Step is to increase children's ability to identify with how others are feeling, take others' perspectives, and respond empathetically while decreasing their angry and impulsive behavior. The management-oriented evaluation approach was used in the evaluation of the 12 elementary schools in JCPS who are currently participating in the Second Step Program. Statistically significant differences were found in the pre- and post-test analysis at the district and the school level. The results of the study provide some encouraging evidence of a positive effect on the central measures. Several limitations of the study were noted including the fact that selection criteria may have resulted in an atypical set of schools. Although the results are encouraging, intervention may need to be accompanied by other interventions in early childhood and adolescence to further reduce aggressive behavior. (Contains 14 references.) (JDM)

ED 463 472   CG 031 626

Hindu Funerals in England: Past, Present, and Future" (P. Laungani); (17) "Creating Rituals for the Non-Religious" (L. D. Smith); (18) "Hospice Care of Formerly Abused Individuals" (P. Zalaznik); (19) "The Dream Catcher and the University of Grief" (T. O'Neill); and (20) "Hope and the Caregiver: A Journey toward Self-Awareness" (D. D. Sims). (Contains an index.) (GCP)

ED 463 493   CG 031 659

Camp GLOW (Girls Leading Our World): Handbook for Volunteers.
PUB DATE- 01
NOTE- 106p.; Accompanying diskette not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Assertiveness; Career Planning; *Females; Foreign Countries; Goal Orientation; *Leadership Training; Program Development; Program Implementation; *Self Esteem; *Summer Programs
IDENTIFIERS- Goal Setting; Peace Corps

Camp GLOW (Girls Leading Our World) began in Romania in 1995 as a weeklong leadership camp with the purpose of encouraging young women to become active citizens by building their self-esteem and confidence, increasing their self-awareness, and developing their skills in goal-setting, assertiveness, and career and life planning. Since that first camp, Peace Corps has actively supported Camp GLOW in other Peace Corps countries. Previous and current volunteers' experiences serve as the basis for this handbook, providing examples for different posts and suggestions of activities and tips for organizing a camp. The handbook is organized in chronological order in terms of planning a Camp GLOW with chapters on planning, logistics, activities for implementation, applications of the camp, and taking the experience home. Included with the handbook is a diskette that contains the text and all of the appendices. The appendices include materials such as camp applications, invitations, and certificates, which may serve as a template for the paperwork surrounding a camp. (Contains 13 appendices.)

ED 463 494   CG 031 660

New Directions for School & Community Initiatives To Address Barriers to Learning: Two Examples of Concept Papers To Inform and Guide Policy Makers. A Center Report.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 02
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; *Comprehensive Guidance; Early Intervention; Educational Finance; *Educational Planning; Elementary Secondary Education; Learning; Mental Health; *Policy Formation; *Resource Allocation; School Community Relationship; School Counseling; Social Support Groups

School policymakers are beginning to understand that a considerable amount of resources are expended on student the reflective writing portion of a portfolio assignment, where they are instructed to use reflective writing to bring together their portfolio submissions into one cohesive unit. The class members first discuss the assignment, look at abandoned portfolios from previous semesters, and read a brief article on options for constructing reflective writing. But the teacher makes it clear to them that how they choose to tie together the elements of their portfolios is up to them. This paper aims to demonstrate that, while students may regard the reflective writing component of the portfolio as simply another assignment they must complete to pass the course, they are actually engaging in important processes that act to link classroom experience and life experience. The paper looks at the convergence of reflective writing, the contact zone, and metaphor to support the assertion that compositionists can benefit greatly by engaging in some reflective practices of their own. First, it briefly outlines the basics of contact zone principles and reflective writing, followed by an overview of the difficulties with the two. Then, it discusses metaphor because the teacher thinks that how students use metaphor can yield valuable information. Next, the paper examines some excerpts which demonstrate how one of the teacher's students used metaphor. It shares what the teacher has learned by looking closely at the student's reflective writing. And finally, the paper proposes what the teacher still sees as problematic in this area. (Contains a 12-item selected bibliography.) (NKA)

ED 463 516   CS 510 786

Hart, D. Alexis
Reading, Writing, and Rhetoric: The Three R's of Civic Education.
PUB DATE- 02
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; *Freshman Composition; Higher Education; *Rhetoric; Student Needs
IDENTIFIERS- Historical Background; *Student Engagement; University of Georgia; *Writing Contexts

This paper contends that modern compositionist courses have successfully met the goal of training students to become socially productive citizens by teaching them to be proficient "readers" who critically examine the sources and dissemination of knowledge, but that the field has fallen short of its goal of training students to actively produce their own knowledge because it is presenting a restricted view of what it means to "write" well. The paper argues that because most English departments focus on reading and interpretation of texts, the majority of students who take freshman composition leave believing that "good" writing means grammatically correct writing rather than writing that is morally or politically engaged or writing that constructs or produces new forms of knowledge. By examining the standard departmental syllabi, anthologies, writing handbook, and grading sheet for the 2-semester Freshman Composition sequence at the University of Georgia, the paper shows how reading is privileged over writing and how this hierarchy results in an over-emphasis on writing as a rule-bound skill to be mastered rather than a meaningful

Referenced Measures of Achievement; Classroom Teachers' Professional Development; Attitudes about the Program; Conclusions; and Recommendations. (Contains 11 tables and 13 figures of data.) (NKA)

ED 463 537 CS 510 863

Aria, Charles
The Use of Humor in Vocabulary Instruction.
PUB DATE- 02
NOTE- 50p.; Master of Arts Thesis, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; Grade 7; *Humor; Instructional Effectiveness; Middle Schools; *Vocabulary Development

In attempting to assess the effects of humor on vocabulary instruction, an intervention strategy was implemented which sought to compare the results of such instruction with those produced from vocabulary instruction delivered in a traditional, non-humorous vein. To this end, the intervention proceeded thus: an experimental group of seventh-grade students was the recipient of a series of lessons for vocabulary words for which humorous contexts were provided. By contrast, a series of vocabulary lessons, for the same words, was concurrently delivered to a control group in which the contexts given were typical of those found in a standard textbook. Following each lesson, identical assessment tests were administered to each group. An examination of test scores revealed that those students in the experimental group scored significantly higher than did their control group counterparts. (Contains 33 references. Appendixes contain vocabulary reviews and tests.) (Author/RS)

ED 463 538 CS 510 865

Collins, Janet
Barriers to Communication in Schools.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the British Educational Research Association (York, England, September 11-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Communication; Classroom Research; Elementary Education; *Family Influence; *Interpersonal Communication; *Social Influences; Student Empowerment; *Teacher Student Relationship
IDENTIFIERS- *Communication Behavior

Talk is an important medium of instruction and assessment in schools. By talking to pupils and listening to what they have to say teachers assess and support pupils' learning. For pupils to be successful and make the most of the learning opportunities offered, it is important that they become active participants in the discourse of the classroom. However, classroom observations reveal that class or group discussions are often dominated by a small number of confident, not necessarily articulate children. Many other children remain silent, frequently showing reluctance to join in the social and academic discourse of the classroom. The fact that quiet,

LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Discourse; Comparative Analysis; Cross Cultural Studies; Cultural Context; Foreign Countries; Postsecondary Education; Secondary Education; *Writing (Composition); Writing Research
IDENTIFIERS- China; England; France; Germany; Kenya; South Africa

Noting that composition studies in the United States has devoted little attention to cross-national perspectives on student writing and its roles in wider cultural contexts, this book presents research studies from six nations (China, England, France, Germany, Kenya, and South Africa) on academic writing development in the dominant language of schooling. In discussions that bookend these studies of different educational structures, the editors compare United States postsecondary writing practices and pedagogies with those in other national systems, and suggest new perspectives for cross-national studies. After an Introduction: "Rearticulating Articulation" (David R. Russell and David Foster), essays in the book are: (1) "'Track (Dis)Connecting': Chinese High School and University Writing in a Time of Change" (Xiao-ming Li); (2) "Cracking the Codes Anew: Writing about Literature in England" (Mary Scott); (3) "The Lycee-to-University Progressing in French Students' Development as Writers" (Christiane Donahue); (4) "Making the Transition to University: Student Writers in Germany" (David Foster); (5) "An Academic Writer in Kenya: The Transition from Secondary School to the University" (Mary Nyambura Muchiri); and (6) "Roles under Construction: The Intersection of Writer Agency and Task Design in South Africa" (Suellen Shay and Rob Moore with Antoinette Cloete). The book concludes with an essay by the editors. (RS)

ED 463 558 CS 510 986

Porter, Carol
"What Do I Teach for 90 Minutes?" Creating a Successful Block-Scheduled English Classroom.
PUB DATE- 02
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Block Scheduling; *Curriculum Development; Decision Making; *English Instruction; High Schools; Journalism Education; Professional Development; Program Descriptions; *School Administration; Teaching Methods; Theater Arts; Theory Practice Relationship; Time Factors (Learning); Units of Study; Yearbooks
IDENTIFIERS- Illinois (Chicago Suburbs)

The story of the process that Mundelein High School (located in a northwest suburb of Chicago, Illinois) as it moved from a traditional schedule to a block schedule is described throughout this book as a way to blend theory with practice. The book addresses types of block schedules; key issues for effective preparation; professional development before and during the move to block schedules; curriculum development; approaches to student support services; how to create strong unit/lesson plans; 30 strategies for varying instruction; 27 key concerns regarding administration; making and coordinating schoolwide and departmental decisions; and working with the larger school community. Essays in the book are: (1) "Planning

Through its High Schools That Work initiative, the Southern Regional Education Board (SREB) has worked with states and schools to improve students' academic and technical achievement. Through this initiative, the SREB has defined what really matters in helping students achieve. This report addresses eight "things that matter most" in raising student achievement and recommends state policies and leadership initiatives for putting these things into practice. These "things that matter most" include: (1) students taking "the right academic courses"; (2) schools offering quality career/technical courses; (3) more students meeting curriculum and performance standards; (4) teachers engaging students in completing challenging assignments; (5) everyone supporting high expectations; (6) students getting extra help in meeting higher standards; (7) schools offering a supportive guidance system; and (8) teachers working together. This report offers practical suggestions for state policymakers and educational leaders who are in a position to put the "things that matter most" into practice for improving student performance. (RT)

ED 463 579 EA 031 578

Our Goal: High-Performing Schools and High-Achieving Students. 2001 Annual Report to Members.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Educational Cooperation; *Educational Improvement; Elementary Secondary Education; Partnerships in Education; Programs

This report describes activities of the Northwest Regional Educational Laboratory for 2001 as it works to improve education for Northwest regional schools. Following the year's highlights, topics are presented in four sections. The first section involves problems and potential: reengineering schools; quality teaching and learning; student assessment; literacy and language development; school, family, and community partnerships; and strategies to help schools solve problems and be high-performing learning communities. The second section focuses on programs and centers: the Assessment Program; the Child and Family Program; the Comprehensive Center; the Education, Career, and Community Program; the Equity Center; the Evaluation Program; the Mathematics and Science Education Center; the National Mentoring Center; the National Resource Center for Safe Schools; the School Improvement Program; and the Technology in Education Center. The third section discusses results and impact, including applied research and development, training and technical assistance, and information dissemination. The last section describes the various parts of the Northwest Regional Educational Laboratory, lists committee members involved in governance and policy, lists staff members, presents a statement of the financial position, and lists participating member institutions. (RT)

ED 463 580 EA 031 579

McColskey, Wendy
Assisting Low-Performing Schools in the Southeast. A SERVE Special Report.

that all 13 employers unanimously agreed that a student who graduates from high school with a Certificate of Completion has a better opportunity for employment compared to a student who has dropped out of high school. Results also indicated that more than half of the employers consider a student who graduates with a Certificate of Completion to be as qualified for employment opportunities as a student who graduates from high school with a diploma. Appendices include survey materials. (CR)

ED 463 599 EC 308 889

Miller, Norah M.; Smith, Denise M.
The Effectiveness of Alternative Assessment as an Evaluation Tool for Students with Severe Disabilities.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the Teacher Education Division (TED) of the Council for Exceptional Children (CEC), "Assuring Bright Futures for Exceptional Learners: The Agenda for Teacher Preparation" (24th, St. Petersburg, FL, November 16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Program Evaluation; Scoring Rubrics; *Severe Disabilities; *Student Evaluation; Surveys; *Teacher Attitudes

This report discusses the outcomes of a study that investigated teacher perceptions of the educational value of the Indiana Assessment System of Educational Proficiencies (IASEP) as an effective tool used to evaluate educational progress for students with moderate and severe disabilities. Fifteen teachers of students with moderate and severe disabilities participating in the statewide alternative assessment IASEP were surveyed. Analysis of the survey, follow-up interviews, and questionnaires brought to light significant limitations and benefits of IASEP according to the respondents. Overall, a significant number of respondents rated the IASEP as too subjective and arbitrary to be a good evaluative tool to track the educational progress of students with moderate and severe disabilities. The results also indicate that IASEP is not an adequate tool to use to measure best practices and accountability. However, the IASEP Standards and Essential Skills used in the rating rubrics were rated as a high quality tool program design for students with moderate and severe disabilities. Appendices include survey materials. (CR)

ED 463 600 EC 308 890

Jackson, Nora Mary; Center, David B.
Inhibition of Antisocial Behavior and Eysenck's Theory of Conscience.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual TECBD Conference on Severe Behavior Disorders in Children and Youth (Tempe, AZ, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; *Extraversion Introversion; Mental Disorders; Neurosis; Personality Problems;

include a grade level indicator, a brief description, price, type of computer, author, publisher, distributor, phone number and Web site. Each material is also coded with a pictorial icon to identify the material's focus, including assessment, fluency, phonological awareness, sound symbol and spelling, reading and phonics, writing and handwriting, or other resources (professional tools, references, and general education materials). (DB)

ED 463 619 EC 308 916

McConnell, L. Robert, Ed.
Emerging Workforce Issues: W.I.A., Ticket To Work, and Partnerships. A Report on the Mary E. Switzer Memorial Seminar (22nd, Lansing, Michigan, September 2000). Switzer Seminar Series.
PUB DATE- 01
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Delivery Systems; *Disabilities; *Employment; *Employment Patterns; Government Role; Partnerships in Education; *Policy Analysis; Public Policy; Services; *Vocational Rehabilitation
IDENTIFIERS- Supplemental Security Income Program

This monograph presents information on the Mary E. Switzer Seminars, five major papers concerned with vocational rehabilitation of people with disabilities, two shorter papers, and four invited guest reaction papers. The following major papers are presented: (1) "Toward Researching a National Employment Policy for Persons with Disabilities" (Peter David Blanck and Helen A. Schartz); (2) "Workforce Development Program Consolidation and Service Integration: Ensuring Consistent Service Quality and High Professional Standards for Persons with Disabilities" (John Dorrer); (3) "Special Issues and Trends in Integrated Employment: Factors Affecting Individuals with Developmental Disabilities or Significant Mental Illness" (William E. Kiernan); (4) "One-Stops and Partnerships: Implementation and Policy Considerations" (James D. Van Erden); and (5) "Push and Pull: Navigating Employment and SSI Policies for Young Persons with Disabilities" (Hugh G. Berry). Each paper is followed by several brief reaction papers and a list of recommendations. The two additional papers are: "The Political Implications of TWWIIA" (Bruce S. Growick) and "Consumer Coalition History: Consumer-Driven Principles in California" (Bryon R. MacDonald). The following invited guest reaction papers complete the monograph: (1) "Comments on Blanck and Schartz" (Monroe Berkowitz); (2) "Emerging Workforce Initiatives: The Promise, the Potential, the Prospects--Possibly Too Many 'Moving Parts?'" (Donald E. Galvin); (3) "Comments on Berry" (William Halloran); (4) "Understanding the New Policy Environment" (H. Allan Hunt); and (5) "Disability and Employment: Alternative Approaches to Traditional Empirical Research" (Michael Ashley Stein). (Individual papers contain references.) (DB)

ED 463 620 EC 308 917

Brinckerhoff, Loring C.; McGuire, Joan M.; Shaw, Stan F.
Postsecondary Education and Transition for Students with Learning Disabilities. Second Edition.
PUB DATE- 02
NOTE- 586p.; Foreword by Vickie M. Barr. For the first edition,

a faster rate than their grade-alike peers in unamplified classrooms, and that younger students demonstrated the greatest improvement. Data showed that noise levels (dBA) and acoustical treatments in elementary classrooms have not changed over the past decade. FM sound field classroom amplification provided teachers with an average 6.94 dBA increase in vocal intensity. Students, teachers, parents, and school administrators gave FM sound field classroom amplification a positive evaluation. Finally, data demonstrated that this instructional delivery equipment is a cost effective means to manage an important variable in early-grade classrooms--the intensity of the teacher's voice. (Contains 56 references, 11 tables, and 7 figures.) (Author/EV)

ED 463 641 EF 006 074

Daisey, Joan M.; Angell, William J.
A Survey and Critical Review of the Literature on Indoor Air Quality, Ventilation and Health Symptoms in Schools. IEQ Strategies TM .
SPONS. AGENCY- Department of Energy, Washington, DC.; California State Environmental Protection Agency, Sacramento.
PUB DATE- 98
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Air Pollution; Child Health; Data; Hazardous Materials; Health Conditions; Literature Reviews; Measurement; *School Buildings; School Safety; *Symptoms (Individual Disorders); Ventilation
IDENTIFIERS- California; *Indoor Air Quality

This report presents detailed results from a survey and critical review of existing published literature and reports on indoor air quality (IAQ), ventilation, and IAQ- and building-related health problems in schools, particularly California schools. The findings: (1) identify the most commonly reported building-related health symtoms involving schools; (2) assemble, evaluate, and summarize existing measurement data on key indoor air pollutants most likely to be related to these symptoms; e.g., carbon dioxide, volatile organic compounds, and bioaerosols; (3) assemble and summarize existing measurements of ventilation rates in schools; and (4) summarize information on causes of indoor air quality and health symptom problems in schools. Appendices contain data tables. (Contains 193 references.) (EV)

ED 463 642 EF 006 075

Goldberg, Ellie
Guide to Protecting Vulnerable Students in "Sick" Schools.
SPONS. AGENCY- Educational Foundation of America, Westport, CT.
PUB DATE- 01
NOTE- 10p.; Grant also provided by the Beldon Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Air Pollution; Child Advocacy; *Child Health; Chronic Illness; Disabilities; Elementary Secondary Education; *Federal Legislation; *School Buildings; School Safety; Special Health Problems

NOTE- 202p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Bilingualism; Business Skills; Information Technology; *Interpreters; *Marketing; Professional Associations; Quality Control; *Translation; Work Environment
IDENTIFIERS- Data Management

This third edition of a guide for translators contains more information than the second edition and looks at translation as a business as well as an occupation, focusing on marketing and quality control. It is designed for people with little or no practical experience with translation in a commercial environment. The 16 chapters examine these issues: (1) "How To Become a Translator"; (2) "Bilingualism: The Myths and the Truth"; (3) "The Client's Viewpoint"; (4) "Running a Translation Business"; (5) "Marketing Your Services"; (6) "Your Working Environment and the Tools of the Trade"; (7) "Translation and Information Technology"; (8) "Sources of Reference, Data Retrieval, and File Management"; (9) "Quality Control and Accountability"; (10) "Presentation and Delivery of Translations"; (11) "What to Do If Things Go Wrong"; (12) "Professional Organizations for Translators"; (13) "Glossary of Terms; (14) "Software Packages"; (15) "Appendix" (relevant addresses, translation associations, recruitment competitions, professional indemnity insurance brokers, suggested further readings, references, the ASCII standard character set, and information on marking up texts when proofreading or editing); and (16) "Index." (SM)

ED 463 663 FL 027 226

Wray, Alison
Formulaic Language and the Lexicon.
PUB DATE- 02
NOTE- 332p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Adult Learning; Adults; Aphasia; Child Language; Children; Grammar; *Language Acquisition; *Language Patterns; *Language Research; Linguistics; *Second Language Learning; Sequential Approach
IDENTIFIERS- *Formulaic Speech

This book explores the nature and purposes of formulaic language, examining patterns across research from the fields of discourse analysis, first language acquisition, language pathology, and applied linguistics. There are 14 chapters in 6 parts. Part 1, "What Formulaic Sequences Are," includes (1) "The Whole and the Parts," "Detecting Formulaicity," and "Pinning Down Formulaicity." Part 2, "A Reference Point," includes (4) "Patterns of Formulaicity in Normal Adult Language" and (5) "The Function of Formulaic Sequences: A Model." Part 3, "Formulaic Sequences in First Language Acquisition," includes (6) "Patterns of Formulaicity in Child Language" and (7) "Formulaic Sequences in the First Language Acquisition Process: A Model." Part 4, "Formulaic Sequences in a Second Language," includes (8) "Non-Native Language: Overview," (9) "Patterns of Formulaicity in Children Using a Second Language," (10) "Patterns of Formulaicity in Adults and Teenagers Using a board and present course syllabi. (Each chapter contains references and endnotes.) (SLD)

ED 463 683 HE 034 795

Garcia, Mildred; Hudgins, Cynthia; Musil, Caryn McTighe; Nettles, Michael T.; Sedlacek, William E.; Smith, Daryl G.
Assessing Campus Diversity Initiatives: A Guide for Campus Practitioners. Understanding the Difference Diversity Makes: Assessing Campus Diversity Initiatives Series.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, CA.; Ford Foundation, New York, NY.; James G. Irvine Foundation, San Francisco, CA.; Kellogg Foundation, Battle Creek, MI.; Lilly Endowment, Inc., Indianapolis, IN.; Philip Morris Inc., New York, NY.
PUB DATE- 01
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Data Analysis; Data Collection; Diversity (Faculty); *Diversity (Student); *Evaluation Methods; Higher Education; Program Development; *Program Evaluation

This volume, one in a series of three monographs, is a guidebook to evaluating campus diversity initiatives. Chapter 1 introduces campus diversity initiatives. Chapter 2, "Evaluation and Diversity," explores the need for assessment of such initiatives. Chapter 3, "Designing a Campus Diversity Evaluation," presents general concepts and guidelines and identifies various foci of diversity assessment. It also raises questions evaluators should consider as they plan assessments and discusses data collection and analysis. Chapter 4, "Frameworks for Evaluation," offers some larger frameworks for evaluation and discusses performance indicators linked to campus diversity work. Seven appendixes contain instruments for use in evaluating campus diversity programs and student experiences. (Contains 24 references.) (SLD)

ED 463 684 HE 034 796

Ratcliff, James L.; Johnson, D. Kent; La Nasa, Steven M.; Gaff, Jerry G.
The Status of General Education in the Year 2000: Summary of a National Survey.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; *General Education; Higher Education; *Student Attitudes; Surveys; *Undergraduate Students

This report summarizes the result of a survey of undergraduate general education in a national sample of colleges and universities. It was conducted during 2000 through two electronic surveys; one of chief academic officers and a second directed to the administrator most responsible for day-to-day administration of a general education program. Responses were received from 279 chief academic officers and 200 general education administrators. One of the most surprising findings

Porterfield); (5) North College (Conrad Cherry); and (6) Conclusion. One appendix discusses research methods, and the other contains the in-class questionnaire. Each chapter contains endnotes. (SLD)

ED 463 707 HE 034 830

Epper, Rhonda M., Ed.; Bates, A. W., Ed.
Teaching Faculty How To Use Technology: Best Practices from Leading Institutions. American Council on Education/Oryx Press Series on Higher Education.
PUB DATE- 01
NOTE- 156p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; *College Faculty; Educational Practices; *Educational Technology; Higher Education; *Professional Development; *Technological Advancement
IDENTIFIERS- *Support Services; Technology Support

The case studies and analyses in this book address the ways in which higher education institutions are responding to the growing demand for faculty support in the use of technology. Cases were selected from more than 100 institutions that participated in a study by the State Higher Education Executive Officers and the American Productivity & Quality Center. The chapters are: (1) "The New Economy Meets the Ivory Tower" (Rhonda M. Epper); (2) "Benchmarking Best Practices in Faculty Instructional Development" (Marisa Martin Brown and Ron Webb); (3) "Institutionalizing Support for Faculty Use of Technology at the University of Central Florida" (Joel L. Hartman and Barbara Truman-Davis); (4) "The Evolution of Faculty Instructional Development in the Use of Technology at College Boreal, Ontario" (Chantal Pollock, David Fasciano, Louis Gervais-Guy), Daniel Gingras, Raymond Guy, and Renee Halle); (5) "Designing Advanced Learning Communities: Virginia Tech's Story" (Anne H. Moore); (6) "Developing Faculty Use of Technology: The Bellevue Community College Experience" (Kae R. Hutchison); (7) "The California State University Center for Distributed Learning" (Charles Shneebeck and Gerard L. Hankey); and (8) "Beyond Button-Pushing: Using Technology To Improve Learning" (A.W. Bates). Each chapter contains references. (SLD)

ED 463 708 HE 034 831

Rabuzzi, Daniel A.; Carson, Ron
Postsecondary Education Reform in Kentucky. Issue Brief.
PUB DATE- 01
NOTE- 11p.; Contributing author was Kristin D. Conkin.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Policy; *Higher Education; Public Policy; *State Legislation
IDENTIFIERS- *Kentucky; *Reform Efforts; Virtual Universities

As governors and states seek to improve the responsiveness of postsecondary education, Kentucky's experience provides a powerful example of a systemic reform strategy. In 1997, Kentucky's governor proposed, and the General Assembly approved, the Postsecondary Education Improvement Act (House Bill 1), which reshaped the state system of public postsecondary education. Kentucky's example represents a provide a new approach to teaching French language and civilization. This paper examines one such videoconference between both Austin Peay State University (Tennessee) and the University of Tennessee at Martin and the Universite d'Orleans (France) that covered the American presidential election process. Areas of discussion include a history of Projet Mercure, student and teacher preparations for the conference, technical considerations, a description of what happened during the conference, and an overview of the lessons learned. (Author/MES)

ED 463 728 IR 021 147

Rafaill, William S.; Peach, Andrea C.
Are Your Students Ready for College? Technology Literacy at Georgetown College.
PUB DATE- 01
NOTE- 22p.; In: Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, TN, April 8-10, 2001); see IR 021 138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Higher Education; *Information Literacy; *Information Technology; School Surveys; *Student Evaluation; Tables (Data); *Technological Literacy

In 1999, Georgetown College (Kentucky) established the Information Technology Literacy Program that requires new students to demonstrate basic proficiencies in the use of information-technology resources in several proficiency areas (i.e., Internet, library Web-based databases and online catalogs, e-mail, word processing, spreadsheets, databases, and presentations) as a requirement for graduation. Students are given a task-based technology assessment test within the first 3 weeks of their first semester. The test results are then used as an advising tool to determine if the student needs additional technology skills. A summary of the first 2 years of this testing data as well as specific trends are discussed. A list of schools surveyed for comparative purposes and the assessment test tasks are appended. (Contains 13 references.) (Author/MES)

ED 463 729 IR 021 148

Hricko, Mary
Developing Library Instruction for Distance Learning.
PUB DATE- 01
NOTE- 8p.; In: Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, TN, April 8-10, 2001); see IR 021 138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Computer Assisted Instruction; Delivery Systems; *Distance Education; Higher Education; *Instructional Design; *Instructional Development; *Library Instruction; Library Services; Teleconferencing; Users (Information); *Web Based Instruction; World Wide Web
IDENTIFIERS- Kent State University OH; *Video Teleconferencing

students to focus on overarching issues. Three final themes depend again on preceding processes: engagement intensified in securing the commitment, persistence, and initiative of students in classroom activity; activity effected in maintaining the pace and productivity of students within classroom activity; and ideas established in supporting the development of student understanding and capability through classroom activity. (Contains 24 references.) (AEF)

ED 463 749 IR 021 171

Ashby, Nicole, Ed.
Community Update, 2001.
PUB DATE- 01
NOTE- 84p.; Special issue no. 90, "Back to School, Moving Forward," is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Community Involvement; Current Events; *Education; Educational Development; Educational Finance; Educational Planning; Educational Practices; Educational Technology; Elementary Secondary Education; Family Involvement; Federal Aid; Government School Relationship; *Newsletters; Partnerships in Education; *School Community Relationship
IDENTIFIERS- Partnership for Family Involvement in Education

This document consists of 10 issues (covering January through December 2000) of the newsletter, "Community Update," which features articles on community and family involvement in education. In addition to the articles, each issue (except the Special Issue) includes a preview of the month's Satellite Town Meeting; events and information discussed in the section, "Partnership for Family Involvement in Education" (a coalition of business, community, religious, and education organizations nationwide); a short article under the section, "About Our Partners"; calendar of upcoming events; and announcements. Each issue has a theme, as follows: Arts Education (January 2001); Special Issue: Fiscal Year 2001 Budget (January 2001); Safe Schools (February/March 2001); Early Reading (April 2001); Learning with Technology (May 2001); Standards and Accountability (June/July 2001); Faith-Based and Community Partnerships (August 2001); Families Involved in Learning (September 2001); and Character Education (October 2001). Cover article topics include: Secretary of Education, Richard Riley offers an optimistic outlook on the future of education; Secretary Riley calls the 18% increase in education funding a "landmark"; a Secret Service study explores early detection in school shootings and reports a declining rate of school violence; President George W. Bush issues his blueprint for improving American education called "No Child Left Behind"; the Department of Education receives the largest increase of any domestic agency in the President's budget request; testing as a tool for closing the achievement gap; an interview with Christine Brooks, Director of Education's Faith-Based and Community Initiatives Center; and nearly $7 million is awarded to New York state to support vocational rehabilitation and school reconstruction following the terrorist attacks. (AEF)

ED 463 750 IR 021 172

Warger, Thomas, Ed.
The EDUTECH Report, 2001-2002.
PUB DATE- 02
NOTE- 100p.; Published monthly. For the 2000-2001 issues, see ED

Publishing: What I Learned at the Library" (Sam Vaughan); "Growth and Change in Trade Book Publishing: What I Learned from the Numbers" (Stephanie Oda); "Textbook Publishing" (Robert J. R. Follett); "University Press Publishing in the United States" (Peter Givler); "The Creative Role of the Professional or STM Publisher" (John Francis Dill); "Diversity and the Growth of Serious/Scholarly/Scientific Journals" (Albert Henderson); "From Bibliotheque to Omnitheque" (Allen B. Veaner); "Development of Public Libraries" (Barbara Carol Dean); "The Growth of Scholarly and Scientific Libraries" (Hendrik Edelman); "Appearance and Growth of Computer and Electronic Products in Libraries" (Ralph M. Shoffner); "The Economic Crisis in Libraries; Causes and Effects" (Michael Gorman); "The Impact of the Library Budget Crisis on Scholarly Publishing" (Jack G. Goellner); and "The Place of Scholarly and Scientific Libraries in an Increasingly and More Widespread Competitive Information Knowledge Marketplace" (Charles Hamaker). A conclusion is given (Richard E. Abel and Lyman W. Newlin), followed by a Coda (Katina Strauch and Bruce Strauch). Includes an index. (AEF)

ED 463 769 IR 058 452

State of California Library Services and Technology Act (LSTA) Information Guide for Use in Applying for LSTA Grants.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Federal Aid; *Financial Support; *Grants; Library Development; *Library Funding; *Proposal Writing; Public Libraries; *Resource Allocation
IDENTIFIERS- *California State Library; Library Services and Technology Act 1996

This document provides information on applying for LSTA grants. LSTA is administered at the federal level by an independent Institute of Museum and Library Services, and at the state level by the California State Library. This guide includes a brief introduction followed by general information on: administration; eligibility; procedure; duration; planning; finance; indirect cost; grant award/certification; justification of expenditure; local and in-kind contributions; merit and cost of living increases; adjustment provision; carry-over and continuation; reporting and statistics; equipment inventories; personal memberships and travel; requirements for documents; copyright and royalties; publicity; interlibrary loan; inter-library cooperation; bibliographic access; statewide database contribution; project close; unspent funds; audits; and special policies for State of California institutions. The California State Advisory Council on Libraries member roster for June 2001 is provided at the end of the document. (AEF)

ED 463 770 IR 058 454

Arizona Public Library Statistics, 1999-2000.
PUB DATE- 02
NOTE- 212p.; Funded by the Library Services and Technology Act. For 1998-1999 report, see ED 450 806.
LANGUAGE- English

college credit to courses that should not be classified in such a way. It also states that some of these courses were no more than on-the-job training and lacked a truly educational component. A majority of the audited community colleges also received additional state financial aid for credit classes, which, if reviewed more closely, would not have qualified for funding. Recommendations for overseeing and structuring customized training courses are included in the report. Appendices provide financial and other details on the audited courses. (MKF)

ED 463 790 JC 020 299

Lopez, Cecilia L.
Opportunities for Improvement: Advice from Consultant-Evaluators on Programs To Assess Student Learning.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Basic Skills; College Role; *Community Colleges; Degrees (Academic); Education Work Relationship; Educational Facilities; Educational Finance; *Educational Objectives; *Educational Technology; *Enrollment; Information Networks; *Outcomes of Education; *Program Implementation; Two Year Colleges; Vocational Education

This report includes comments and recommendations from a group of consultant-evaluators at the North Central Accreditation Commission (NCA), assessing different student learning evaluation techniques utilized by 440 higher education institutions, including 162 two-year colleges. Recommendations include linking the assessment of student learning with other institutional effectiveness evaluations. Faculty participation in evaluation efforts is viewed as a necessity by NCA consultants. The hiring of an assessment administrator is also recommended in the report. The report offers methodology and measurement suggestions for assessing student learning, including subject matter pre- and post-tests, random sampling of classes to ensure reliability and validity, national standardized tests, student exit interviews, alumni surveys, employer surveys, transfer rates, and job placement data. NCA consultants report that institutions may assess students' cognitive, behavioral, and/or affective learning. The report provides a list of the traits present in higher education institutions with strong commitment and support for assessing student learning; for example, strong governing board support, campus-wide data collection office and system, and many published reports of student learning assessments. A list of traits present at institutions with weak commitment and support is also provided in the report. (MKF)

ED 463 791 JC 020 300

Santa Barbara City College Institutional Effectiveness Annual Report, 2000-2001.
PUB DATE- 01
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Access to Education;

10 chapters include the following: (1) "Literature on Community Colleges: An Overview" (Trudy H. Bers and Harriott D. Calhoun); (2) "Transfer Rates: A Problematic Criterion for Measuring the Community College" (Barbara K. Townsend); (3) "Contemporary Vocational Models and Programs: What the Research Tells Us" (Debra D. Bragg); (4) "Remediation at the Community College: Pressing Issues, Uncertain Solutions" (Betsy Oudenhoven); (5) "English as a Second Language at the Community College: An Exploration of Context and Concerns" (Amy J. Blumenthal); (6) "Assessing Student Learning Outcomes" (Jeffrey A. Seybert); (7) "Challenges in Supporting Student Learning and Success through Student Services" (Terry E. Williams); (8) "Community College Faculty and Professional Staff: The Human Resource Challenge" (Kim Gibson-Harman, Sandria Rodriguez, and Jennifer Grant Haworth); (9) "State Governance Patterns for Community Colleges" (Cheryl D. Lovell and Catherine Trouth); and (10) "Key Literature," an annotated bibliography compiled by the contributors to this issue. (NB)

ED 463 811   JC 020 327

Community Colleges and the Future of Pennsylvania: An Agenda for Public Policy. A Report for the Pennsylvania Commission for Community Colleges.
SPONS. AGENCY- Pennsylvania State Commission for Community Colleges, Harrisburg.
PUB DATE- 01
NOTE- 108p.; Some figures may not reproduce well. Also supported by the Heinz Endowments.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Community Benefits; *Community Colleges; *Community Needs; *Community Services; Delivery Systems; Economic Climate; *Economic Impact; Educational Opportunities; Educational Policy; Enrollment Trends; Government Role; Government School Relationship; Institutional Role; Outreach Programs; Population Trends; Resources; Tuition; Two Year Colleges
IDENTIFIERS- *Pennsylvania

This report from the National Center for Higher Education Management Systems (NCHEMS) focuses on community college services provided to the people of the Commonwealth of Pennsylvania. The objectives of the study are to determine what services are being provided, what the barriers are to the provision of these services, and what steps might be taken to remove some of the barriers. NCHEMS concludes that urgent issues facing the Commonwealth require that Pennsylvania undertake fundamental reform. Overall policy recommendations point toward two objectives: strengthening the capacity of community colleges to serve their regions and critical state priorities such as workforce development, and ensuring the availability of community college services in all regions of the state. On the New Economy Index, Pennsylvania ranked 24th in the nation but ranked 43rd in the category of workforce development. Eleven percent of Pennsylvania's population was estimated to be living in poverty in 1997, but the percent was much higher in some regions. With the exception of Philadelphia, the counties with the highest levels of poverty are not served by community colleges. Furthermore, 48% of the state's total population was estimated to be at the two lowest levels of literacy in 1996. The report offers recommendations for reform. (Contains 44 figures, 9 tables, and 10 references.)

Mental Health; *Public Policy; Substance Abuse
IDENTIFIERS- California; Florida; *Health Status; *Medicaid; Pennsylvania

In order to address problems related to the health care of children in foster care, policymakers need detailed information about health status, health care utilization, and Medicaid expenditures. This policy brief summarizes a study examining health care utilization and expenditures paid by Medicaid for children in foster care in California, Florida, and Pennsylvania. Data were obtained from the State Medicaid Research Files for the most recent years available in each state (1994 and 1995 for California and Florida, 1993 and 1994 for Pennsylvania). The study population was made up of children under age 19 with a foster care placement during the year. The 3 comparison groups included children under age 19 who received adoption assistance, Aid to Families with Dependent Children, or Supplemental Security Income benefits because of disability. Among the main findings of the study are the following: (1) children in foster care represent between one and three percent of Medicaid children but between four and eight percent of Medicaid expenditures; (2) most children were enrolled in Medicaid before they entered foster care, but between one-third and one-half lost their Medicaid coverage when they left foster care; (3) children in foster care were more likely than other groups of Medicaid children to have a mental health or substance abuse problem; and (4) health care utilization varied considerably across the three states, with foster children in California less likely to receive health care services than foster children in the other two states. (KB)

ED 463 831   PS 029 433

Harvey, Brooke; Shortt, Joyce
Working Together for Children and Families: A Community's Guide to Making the Most of Out-of-School Time.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 01
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *After School Education; *After School Programs; Children; Elementary Secondary Education; Models; Planning; Program Descriptions; Program Development; Program Implementation; *School Community Relationship
IDENTIFIERS- Illinois (Chicago); Massachusetts (Boston); Washington (Seattle)

Recognition of the range of potential benefits linked to out-of-school experiences has led to a rapid expansion of out-of-school time opportunities across the United States. This guide outlines an approach for bringing the community together to meet out-of-school time needs of children, youth, and families. Launched in 1994, the MOST (Making the MOST of Out-of-School Time) Initiative created a model for improving and broadening out-of-school time opportunities. The guide begins with a description of the origin of the MOST Initiative and important elements of the system: (1) linkages of working groups for joint planning, priority setting, and information sharing; (2) regular creation of new working relationships, collaborations, and networks to broaden the system; (3) nurturance of system as well as to develop recommendations for education leaders in New York and in other states who are implementing universal prekindergarten programs. The report summarizes sessions focusing on such issues as professional development and certification of early childhood educators, the role of early childhood programs in ensuring school readiness, financing strategies for providing universal access, and the importance of engaging community-based early childhood programs in the implementation of universal prekindergarten systems. The report concludes with a list of the forum participants and the agenda. (KB)

ED 463 848   PS 030 260

le Roux, Willemien
The Challenges of Change: A Tracer Study of San Preschool Children in Botswana. Early Childhood Development: Practice and Reflections. Following Footsteps.
PUB DATE- 02
NOTE- 115p.; Funding provided by UNICEF Botswana. For number 14 in this series, see ED 462 143.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Corporal Punishment; *Culturally Relevant Education; Developing Nations; Dropouts; Followup Studies; Foreign Countries; Intervention; *Minority Groups; Outcomes of Education; Parent Attitudes; *Parents; *Primary Education; Program Descriptions; Social Change; Student Adjustment; Teacher Attitudes; *Young Children
IDENTIFIERS- Botswana; *San People

This report details findings of a study undertaken during 1993-1995 in the Ghanzi District of Botswana to ascertain the progress of the San children in primary school, comparing children who attended preschool to those who did not. The report also describes the Bokamoso Preschool Programme, started in 1986. Data for the study were collected through interviews with San parents and questionnaires and interviews with primary school teachers. Findings focus attention on the difficulties of the San people in responding to current demands that they earn a livelihood through agriculture rather than through traditional hunting and gathering practices. San people have found it difficult to understand and adjust to the formal system of education in which children are often sent to boarding schools far from their parents. The main findings deal with the lack of mother-tongue teaching and materials in the primary schools, the lack of cultural understanding, and the system of corporal punishment in the schools. The report concludes with 13 recommendations for improving the chances of success for San children entering the formal education system. An epilogue adds further recommendations made by the San themselves and general recommendations for governments and nongovernmental organizations in the area of education. Two appendices contain the tracer study questionnaire and additional data tables. (Contains 26 references.) (KB)

ED 463 849   PS 030 263

Hausken, Elvira Germino; Rathbun, Amy H.
Adjustment to Kindergarten: Child, Family, and Kindergarten Program Factors.
PUB DATE- 02

Sauve, Roger
Connections: Tracking the Links between Jobs and Family. Job, Family and Stress among Husbands, Wives and Lone-Parents 15-64 from 1990 to 2000. Contemporary Family Trends.
PUB DATE- 02
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Family Environment; Family Relationship; *Family Work Relationship; Foreign Countries; One Parent Family; Public Policy; *Spouses; *Stress Variables; Tables (Data); *Trend Analysis
IDENTIFIERS- *Canada

Noting that most reports on work-family relationships are based on limited data, this report attempts to establish a foundation for ongoing analysis of job and family patterns in Canada based on both historical and current labor force data and other sources. The report tracks and charts the connections between paid work and family trends for husbands, wives, and lone or single parents in Canada from 1990 to 2000. The focus of the report is on three types of trends: (1) participation of husband, wives, and single parents in the paid workforce; (2) how participation in the paid work force relates to job and family responsibilities; and (3) levels of stress reported by spouses and single parents. Part 1 of the report provides a summary of the major findings and policy implications, a review of the data sources, and an introduction to the topic. Data are derived from Statistics Canada sources. Part 2 of the report has been constructed as a chart book documenting 42 trends. Tables and charts provide a graphical or tabular presentation of the more important topics with comments included for each trend to help interpret the trend and to add additional insights. Findings are presented for wives with children, husbands with or without children, wives without children, and lone-parents. Among the main findings is that spouses share in the responsibilities for paid work and unpaid work. Husbands remain the main source of incomes from paid employment. More wives now work at jobs outside the home but they also retain the major responsibilities for child and family care, especially when young children are present. Wives work more total hours than their husbands do. The majority of spouses and single parents are not under severe stress but many are. (Contains 10 endnotes.) (KB)

ED 463 867 PS 030 282

Whitebook, Marcy
Working for Worthy Wages: The Child Care Compensation Movement, 1970-2001. Unabridged Version. Working Paper Series.
PUB DATE- 01
NOTE- 57p.; This research was supported by the Center for Labor Research and Education at the University of California at Berkeley.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; *Change Agents; *Change Strategies; *Child Caregivers; *Compensation (Remuneration); *Day Care; Early Childhood Education; Public Policy; Social History; Work Environment
IDENTIFIERS- Labor Organizers

(Supportive data tables, endnotes, and a description of the methodology conclude this report.) (KB)

ED 463 885 PS 030 305

Elicker, James
Full-Day Kindergarten: Exploring the Research. From Inquiry to Practice.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alternate Day Schedules; Comparative Analysis; Developmentally Appropriate Practices; Educational Practices; *Full Day Half Day Schedules; *Kindergarten; *Kindergarten Children; Meta Analysis; Outcomes of Education; Preschool Curriculum; Preschool Teachers; Primary Education; School Schedules; Student Adjustment; Theory Practice Relationship

Despite dramatic increases in the percentage of 5-year-olds enrolled in full-day kindergarten, initial discussions about whether to offer public full-day kindergarten are still controversial in many communities. This report examines claims about benefits and detriments of full-day kindergarten, presents research findings, and describes reasonable approaches to the issue for teachers and administrators. Following introductory remarks, the report details full-day kindergarten claims and counterclaims regarding benefits of extra instructional time, opportunities for enrichment activities, and reductions in child care costs for families, as well as disadvantages related to student adjustment and need for additional teachers. The report then summarizes reviews of full-day kindergarten research between 1970 and 1997 and describes two recent experimental or quasi-experimental studies. Among the conclusions about full-day kindergarten is that full-day students consistently progress further academically during the kindergarten year compared to half- or alternate-day students. There is tentative evidence that full-day kindergarten has stronger, longer-lasting academic benefits for children from low-income families. There is no current, strong evidence that academic achievement gains of full-day kindergarten persist beyond first grade. There is no evidence of detrimental effects of full-day kindergarten. The report indicates that further research is needed to examine the long-term impact of full-day kindergarten and recommends that half-day kindergarten remain an option for families who have educational resources, value time at home with their 5-year-olds, and desire a more gradual introduction to formal schooling. Implications for administrators, teachers, and parents are delineated. (Contains 26 endnotes, and a list of 26 additional resources and 9 related Web sites.) (KB)

ED 463 886 PS 030 322

Ce que mon enfant apprend a l'ecole. Manuel a l'intention des parents, 2001-2002: Premiere annee (What My Child Learns in School. Curriculum Handbook for Parents, 2001-2002: Grade 1).
PUB DATE- 01
NOTE- 32p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series in English, one set for public schools and one set for Catholic schools. For

rehabilitation and interagency working. Concerns about the issue of assessment overload were raised. Further empirical research on the patient care-related outcomes of existing post-registration cancer and palliative care courses for nurses was deemed necessary. (Forty tables are included. The following items are appended: search strategies; data extraction sheet; list of outline curricula examined during the literature review; analytical headings, content analysis proforma, and module contents sheet. Contains 239 references.) (MN)

ED 463 401 CE 081 298

Redshaw, Margaret; Hart, Bev; Harvey, Merryl; Harris, Anne
Evaluating the Outcomes of Advanced Neonatal Nurse Practitioner Programmes.
PUB DATE- 99
NOTE- 163p.; Includes "Evaluating the Outcomes of Advanced Neonatal Nurse Practitioner Programmes. Research Highlights 36."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; Career Choice; Career Development; Change Strategies; *Clinical Teaching (Health Professions); Comparative Analysis; Competence; Core Curriculum; *Curriculum Evaluation; Delivery Systems; Education Work Relationship; Educational Change; Educational History; Educational Needs; Educational Objectives; *Educational Quality; Educational Supply; Educational Trends; Employment Patterns; Employment Qualifications; Evaluation Methods; Foreign Countries; Higher Education; Infant Care; Job Performance; Labor Needs; Literature Reviews; Needs Assessment; Neonates; *Nurse Practitioners; Nursing Education; Obstetrics; Occupational Information; *Outcomes of Education; Parent Attitudes; *United Kingdom
IDENTIFIERS- *United Kingdom

The outcomes of advanced neonatal nurse practitioner (ANNP) programs in the United Kingdom were examined. The different programs of education currently available for nurses wishing to become ANNPs were compared, and the outcomes of ANNP programs, as demonstrated in the levels of performance of practitioners undertaking different programs, were evaluated. Parents' perceptions of the ANNP's role were explored, and the career intentions and attrition rates of those completing or undertaking specific ANNP programs were mapped. Data were collected through the following activities: analysis of documentary material and information for eight ANNP programs; self-completion questionnaires completed by 297 NNPs, NNP students, midwifery managers, and clinicians; semi-structured interviews with 20 NNPs and 12 parents; diary checklists completed by 68 NNPs and 25 senior house officers; and observations of 30 NNPs. The programs reviewed differed significantly from one another in the following respects: academic levels, qualifications, assessment strategies, and goals in terms of clinical practice. Nearly half the students stated that their educational programs had not adequately linked clinical practice with theory. The study established that comparable standards, validation documentation, and core curricula must be developed for NNP programs throughout the United Kingdom. (Contains 79 tables/figures and 71 references.) (MN)

ED 463 402 CE 081 299

Pearson, Pauline; Mead, Paula; Graney, Anne; McRae, Gill; Reed, food, fiber, and natural resources systems. One action to help meet that goal is the development of an agricultural literacy course and materials. Another goal is partnerships and strategic alliances developed to ensure the continuous presence of education in and about agriculture-related subjects. Among the actions to be taken to meet this goal is to create Agricultural Education Centers of Excellence. The time frame for completing many actions is December 31, 2001-December 31, 2005. Outcome criteria for evaluation of the implementation of the strategic plan have been identified. (KC)

ED 463 417 CE 082 990

Shaul, Marnie S.
Small Business: Workforce Development Consortia Provide Needed Services. Report to the Honorable Christopher S. Bond, Ranking Minority Member, Committee on Small Business and Entrepreneurship, U.S. Senate.
PUB DATE- 01
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Consortia; *Cooperative Programs; Employment; Employment Opportunities; Employment Qualifications; *Institutional Cooperation; Integrated Services; Labor Market; *Labor Needs; Labor Supply; Leadership; Program Effectiveness; Program Implementation; Recruitment; *Small Businesses; Standards
IDENTIFIERS- Iowa (Cedar Rapids); North Carolina (Charlotte); Texas (Austin); Wisconsin (Milwaukee)

Lacking the resources of larger organizations, small businesses are often unable to find skilled workers to fill immediate employment needs and to identify strategies to meet their future workforce needs. In some communities, business and trade organizations, community colleges, and other public and private organizations have partnered to create workforce development networks, often called workforce consortia. A study was conducted of four of these consortia in order to determine the following: (1) what prompted communities to establish them; (2) what activities they offer to small business; (3) what consortia partners view as the key principles behind the consortia; and (4) what is known about the outcomes of such collaboratives. Data were collected through consultation with experts in workforce development and officials from consortia, a literature review, and site visits to workforce consortia in Austin, Texas; Cedar Rapids, Iowa; Charlotte, North Carolina; and Milwaukee, Wisconsin. The study found that consortia identified these four important principles critical to their operation: (1) they focused on business' workforce needs and were organized around key industry standards in their community; (2) they provided leadership and sustained ongoing, positive working relationships among members; (3) they made activities accessible to both businesses and prospective workers; and (4) they used incentives to make participation in activities attractive to small businesses. Limited information was available on the outcomes of consortia operations. (KC)

ED 463 418 CE 082 999

Moore, Erja
Was It Worth It? Graduating from the University at Adult Age.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the European

significant changes to the JFG program, aligning the program's performance measures with the national Jobs for America's Graduates program and severing program ties with state government. The program has generally met its performance goals in 2000-01 except for the statutory goal to operate in 300 schools. Graduation, job placement, and earnings goals have been met. The school program goal is unlikely to be met. During the 2001-02 school year, the program was not funded by the Legislature and has scaled back operations from 34 to 13 schools. School principals are generally satisfied with the program at their schools. The JFG program has been awarded standard accreditation by the national program. The future of the JFG program is unclear. It is currently operating with rollover funds that will be largely used by the end of the fiscal year. (YLB)

ED 463 435   CE 083 077

Boone, Harry N., Jr., Ed.
Research in Agricultural Education. Proceedings of the Annual AAAE Eastern Regional Research Conference (55th, Baltimore, MD, July 6, 2001). Volume 55.
PUB DATE- 01
NOTE- 130p.; Held in conjunction with the Maryland Agriculture Teachers Association Region IV Summer Conference.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Agricultural Education; *Biotechnology; Computer Mediated Communication; Course Content; Curriculum Design; Educational Philosophy; Educational Research; *Extension Education; *Home Schooling; Institutes (Training Programs); Internet; Minority Groups; Outcomes of Education; *Part Time Faculty; Participant Satisfaction; Postsecondary Education; Professional Development; *Program Implementation; Program Improvement; Secondary Education; Secondary School Teachers; State Surveys; Student Attitudes; Teacher Attitudes; Volunteers; Youth Programs
IDENTIFIERS- Agricultural Sciences; Clemson University SC; Pennsylvania; West Virginia; *4 H Programs

These proceedings contain eight papers presented at the meeting, each followed by a critique. Major areas studied are home schooling, incorporating agriscience and biotechnology in agricultural education, part-time employment by agricultural education teachers, 4-H, attitudes of Agricultural Science Institute participants, client satisfaction, and adult education philosophies. The papers are "Perceptions of the Benefits and Problems Associated with Part-Time Employment by Secondary Teachers of Agricultural Education" (Connie McClung Scarbrough, Harry N. Boone, Jr., Layle D. Lawrence, Stacy A. Gartin, Kerry S. Odell; Critique by Blannie E. Bowen); "Attitudes and Knowledge of Biotechnology by West Virginia Agricultural Education Teachers" (Jason E. Hughes, Harry N. Boone, Jr., Stacy A. Gartin, Kerry S. Odell, Layle D. Lawrence, Robert A. Dailey; Critique by Blannie E. Bowen); "Attitudes, Knowledge, and Implementation of Agriscience by West Virginia Agricultural Education Teachers" (Jason E. Hughes, Stacy A. Gartin, Harry N. Boone, Jr., Kerry S. Odell, Layle D. Lawrence, Robert A. Dailey; Critique by Blannie E. Bowen); "North Carolina Home School Providers' Perceptions of Agricultural Education" (R. Jason Walls, James L. Flowers, Gary E. Moore; Critique by Blannie E. Bowen); "Attitude Formulation of Food and Agricultural Sciences Institute Participants: A Longitudinal Assessment" (Frank L. Cox, Blannie E. Bowen, Cathy

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Course Selection (Students); Definitions; Disabilities; Disadvantaged; *Educational Attainment; *Employment Level; *Employment Patterns; Enrollment Influences; Foreign Countries; Higher Education; Influences; Labor Market; Longitudinal Studies; National Surveys; Non English Speaking; *Outcomes of Education; Part Time Employment; Postsecondary Education; Rural Areas; *Salary Wage Differentials; Secondary Education; Sex Differences; Unemployment; Universities; Urban Areas; *Vocational Education; Womens Education
IDENTIFIERS- *Australia; Impact Studies

The longer-term employment and training outcomes of enrollment in vocational education and training (VET) were examined. The study analyzed data from the 1993 "Survey of Training and Education Experience" (STE) and the 1997 "Survey of Education and Training Experience" (SET) which were conducted by the Australian Bureau of Statistics to collect data on individuals from the same cohorts at two different points in time. Completing VET qualifications improved graduates' full-time employment outcomes. Male VET graduates appeared to enjoy more substantial immediate benefits from completion of their qualifications than did female graduates, with differences in the impact of completion of a skilled vocational qualification lying at the heart of the divergence in outcomes. The actual fields in which VET graduates complete their qualifications affected outcomes significantly. People with disabilities, people living in nonmetropolitan areas, and people from non-English-speaking backgrounds experienced poorer full-time employment rates than did other groups. Compared with university graduates, VET graduates were likely to be studying at any point in time or to have recently undertaken a training course. The following items are appended: VET qualifications in the 1997 SET; information on SET population coverage; regression results; and variable definitions. (Contains 53 references, 16 tables, and 6 figures.) (MN)

ED 463 453   CE 083 146

Mulraney, James; Turner, Peter; Wyatt, Frank; Harris, Roger; Gibson, Terri
The Role of Small Enterprise in School Students' Workplace Learning.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 02
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Definitions; Education Work Relationship; Educational Attitudes; Educational Cooperation; Educational Environment; Employer Attitudes; Foreign Countries; High School Students; High Schools; Interviews; Literature Reviews; Partnerships in Education; Public Schools; Questionnaires; *School Business Relationship; Secondary Education; *Small Businesses; Student Attitudes; Teacher Attitudes; *Vocational Education; *Work Experience Programs
IDENTIFIERS- Australia; Europe; North America; *Structured Learning; Work Based Learning

The role of small enterprise in Australian school students' workplace learning was examined. First, the literature on structured workplace learning in Australia, Europe, and North

West, Cheryl D.
Pathways of Thriving and Resilience: Growth Responses to Adversity and Trauma in Two Cambodian Communities: A Comparative Study between Lowell, Massachusetts and Phnom Penh, Cambodia.
PUB DATE- 00
NOTE- 127p.; M.A. Thesis, University of Massachusetts Lowell. For related thesis abstract, see ED 461 073.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Asian Americans; Attitude Measures; *Cambodians; *Coping; Cultural Context; Emotional Disturbances; Foreign Countries; Individual Development; Posttraumatic Stress Disorder; *Refugees; Research; *Resilience (Personality); Social Support Groups; *Stress Variables; War
IDENTIFIERS- *Cambodia; Massachusetts (Lowell); Traumas

This qualitative study investigated individual, contextual, and cultural factors that promote trauma-related resilience and positive growth among Cambodian survivors of the Pol Pot regime who reside in Phnom Penh, Cambodia and Lowell, Massachusetts. A thriving paradigm framed semi-structured interviews that were conducted with 21 Cambodians in Phnom Penh and 21 Cambodians in Lowell. This study reports on the use of the Stress Related Growth Survey, the Posttraumatic Growth Inventory, and the Thriving Scale in examining determinants of stress-related positive outcomes for Cambodian survivors. Content analysis was used to analyze case study data for significant predictors of thriving as well as cultural definitions of thriving and what resources support beneficial processes for Cambodians. Optimism, social support, self-reliance, access to education, and use of Buddhist principles were the major types of predictors of stress related growth, resilience, and thriving identified from the analysis. Cambodian participants reported that coping strategies played both a role in basic survival and later in transforming their profound losses and challenges into strengths. All participants reported that integrating a cultural context in community programs, social resources, and health services are important factors, which support healing and encourage positive growth outcomes for Cambodians. (Contains 51 references.) (Author/JDM)

ED 463 473 CG 031 633

Schulteman, John G.
Second Annual Evaluation of DCJS Funded School Resource Officer Programs. Report of the Department of Criminal Justice Services, Fiscal Year 1999-2000.
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Crime; Elementary Secondary Education; Law Enforcement; Police; *Prevention; *Program Effectiveness; *School Safety; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Virginia

This evaluation report is the second publication from the Virginia Department of Criminal Justice Services' (DCJS) ongoing evaluation of the Virginia School Resource Officer (SRO) program. The findings are based on data submitted by 78 support services and various education support programs. These resources are allocated because of the widespread awareness that more is needed than the typical teacher can provide if some students are to succeed at school. At the same time, however, there is a growing concern that current efforts are not well-conceived and implemented. As a result, leaders for school improvement are beginning to look for new directions. This report contains two examples of concept papers that can be used as a foundation for different groups to develop a concise presentation to highlight the need and vision for developing comprehensive, multifaceted, and integrated approaches to addressing barriers to learning and promoting healthy development. One paper was developed in working with an urban school district director of support services as the basis for proposing a major restructuring initiative to the superintendent and the school board. The second example was prepared in work with a superintendent of a suburban school district who wanted a document to focus his initiative to restructure district efforts for addressing barriers to learning and enhance school-community collaboration. (GCP)

ED 463 495   CG 031 661

Assessment and Screening. A Center Quick Training Aid.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 02
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Diagnosis; Elementary Secondary Education; *Identification; *Mental Health; *School Counseling; *Screening Tests; Student Evaluation; Student Problems; Training

Efficient and accurate screening and assessment strategies are essential for matching students with the programs and interventions to address their current needs and prevent problems from getting bigger. This process calls for screening tools that range from descriptions by referrers, through surveys to identify unrecognized problems, to analysis of records (such as attendance, grades, and test scores). This quick training aid presents a brief set of resources on assessment and screening to guide those providing an in-service training session. The packet contains a brief introduction to the topic with key talking points, fact sheets and practice notes, tools and handouts, and a directory of additional resources. (GCP)

ED 463 496   CG 031 662

Suicide Prevention. A Center Quick Training Aid.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 02
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

way of inventing new ideas and encouraging civic engagement. The paper first gives a brief overview of the history of rhetoric and then examines a syllabus from "a typical large land-grant university" (University of Georgia) to show that many freshman composition courses are still rooted in 19th-century concerns, and that this results in students achieving the status of "reflective" citizen "readers," but falling short of becoming "active" citizen "rhetors." (Contains 10 references. Course materials are attached.) (NKA)

ED 463 517 CS 510 804

Riddles, Allison
A Musical Color Line: The Problem of Race in White Rap Rhetoric.
PUB DATE- 02
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Discussion (Teaching Technique); *Freshman Composition; Higher Education; *Popular Music
IDENTIFIERS- Ohio University; *Rap Music; *Rhetorical Stance

An instructor of freshman composition at Ohio University always teaches a section on music in her courses because freshmen jump at the chance to discuss a part of their youth culture that they readily identify with. The problem, however, has been how to incorporate rap music successfully into these discussions with a classroom full of white students. A viable solution presented itself with the rise of white rappers like Eminem and Kid Rock. The appeal of rap music has always been the feelings of alienation presented in the unabashedly angry lyrics, and now that white rappers are expressing the same feelings of angst and rage as black rappers, a whole new fan base has been created. This paper discusses in detail some of the lyrics and attitudes of Kid Rock and Eminem. The paper states that rap has many ethnic groups represented, including Latinos, African Americans, and now Caucasians. It finds that students in the composition class, through extensive discussions on rap and race, recognized that being white is a specific ethnic identity instead of just the norm or the typical majority. (NKA)

ED 463 518 CS 510 807

Herb, Rhonda
Setting the Agenda for Reading: Oprah Winfrey's Book Club.
PUB DATE- 02
NOTE- 30p.; Paper presented at the Annual Meeting of the Western States Communication Association (Long Beach, CA, March 2-5, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agenda Setting; Audience Response; *Contemporary Literature; *Literature Appreciation; *Mass Media Effects; Mass Media Role; Media Research; Postsecondary Education; *Twentieth Century Literature
IDENTIFIERS- *Book Clubs; Celebrities; *Winfrey (Oprah)

Oprah Winfrey is one of the wealthiest and most powerful entertainers operating in the media today. More than mere seemingly compliant, behavior does not pose an obvious threat to classroom discipline means that the educational and emotional needs of quiet pupils often go undetected. Drawing on in-depth case studies of habitually quiet students and their families, this paper examines some of the emotional, psychological, practical and social factors which inhibit pupils and thus, form barriers to communication. Removing these barriers is important if educators are to empower quiet pupils to play a more active role in their own education. (Contains 16 references.) (Author/RS)

ED 463 539 CS 510 877

Farstrup, Alan E., Ed.; Samuels, S. Jay, Ed.
What Research Has To Say about Reading Instruction. Third Edition.
PUB DATE- 02
NOTE- 451p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Beginning Reading; Constructivism (Learning); Content Area Reading; Early Intervention; Elementary Secondary Education; Family School Relationship; High Stakes Tests; Holistic Approach; Instructional Effectiveness; Internet; Learning Disabilities; Literature Reviews; Metacognition; Multicultural Education; *Phonics; *Reading Comprehension; *Reading Instruction; *Reading Research; Student Evaluation; *Vocabulary Development; Word Recognition
IDENTIFIERS- *Phonemic Awareness; Reading Fluency

Maintaining a balance among theory, research, and effective classroom practice without presenting a formulaic view of good instruction or overly theoretical discussions in which practical applications of research findings are not adequately explored, the 17 chapters in this book capture the best evidence-based thinking of experienced researchers and teacher educators. Chapter topics in this third edition have been updated and added to reflect current thinking. After an introduction entitled, "There Is More to Effective Reading Instruction Than Research" (Alan E. Farstrup), chapters in the book are (1) "What Reading Research Says: The Promises and Limitations of Applying Research to Reading Education" (Timothy Shanahan); (2) "Holistic, Integrated Approaches to Reading and Language Arts Instruction: The Constructivist Framework of an Instructional Theory" (Brian Cambourne); (3) "Home and School Together: Helping Beginning Readers Succeed" (Jeanne R. Paratore); (4) "The Importance of Effective Early Intervention" (Dorothy S. Strickland); (5) "What We Know about How To Teach Phonics" (Patricia M. Cunningham and James W. Cunningham); (6) "The Role of Phonemic Awareness in Learning To Read" (Linnea C. Ehri and Simone R. Nunes); (7) "The Place of Word Consciousness in a Research-Based Vocabulary Program" (Michael F. Graves and Susan M. Watts-Taffe); (8) "Reading Fluency: Its Development and Assessment" (S. Jay Samuels); (9) "Making a Difference in Adolescents' School Lives: Visible and Invisible Aspects of Content Area Reading" (Richard T. Vacca); (10) "Effective Practices for Developing Reading Comprehension" (Nell K. Duke and P. David Pearson); (11) "Reading Comprehension Strategies and Teacher Preparation" (Joanna P. Williams); (12) "Research on Reading/Learning Disability Interventions" (Richard L. Allington); (13) "Metacognition and Self-Regulated Comprehension" (Michael Pressley); (14) "The New Literacies: Research on Reading Instruction with the Internet" (Donald J. Leu, Jr.); (15) "Standards, Assessments, and Text Difficulty" (Elfrieda H. Hiebert); (16) "Preparing Students for High-Stakes and Preparing: Getting Ready for the Block"; (2) "Supporting the Professional Development Process"; (3) "Examining and Revising the Curriculum"; (4) "Varying Instructional Approaches"; (5) "Teaching Yearbook and Newspaper on the Block" (Diane VonderHaar); (6) "Teaching Theatre on the Block" (Karen M. Hall); (7) "Considering Other Instructional and Departmental Changes" (Carol Porter and Diane VonderHaar); and (8) "Reflecting on Practice: What We've Learned." (Contains 62 references. Appendixes contain sample block schedules; Mundelein High School Block Schedule policies; time management samples; strategy descriptions; a curriculum map; a sample unit Expressions: Literature and the Arts ; Advancement Center forms; and sample learning centers.) (RS)

ED 463 559 CS 510 988

Reading for Understanding: Toward an R&D Program in Reading Comprehension.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 177p.; Prepared by the RAND REading Study Group (RRSG).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Content Area Reading; *Critical Reading; Elementary Secondary Education; Literacy; *Reading Comprehension; *Reading Research; *Research and Development; *Research Needs
IDENTIFIERS- Rand Corporation; *Research Priorities; Strategic Reading

In 1999, the United States Department of Education's Office of Educational Research and Improvement (OERI) asked RAND to examine how OERI might improve the quality and relevance of the education research it funds. The RAND Reading Study Group (RRSG) was charged with developing a research framework to address the most pressing issues in literacy. The RRSG focused on the highest priorities for research in reading comprehension, particularly how to best promote the development of proficient reading and prevent reading comprehension difficulties. Other questions addressed were: How can teachers be prepared to deliver effective comprehension instruction? and How can an assessment system for reading comprehension be developed that includes the design of valid and reliable measures of self-regulated, strategic reading that are sensitive to instructional interventions? This book sets out the RRSG's framework and presents the group's conclusions about improving the research infrastructure for teaching reading comprehension. The book proposes a reading research agenda and addresses issues that the community of reading researchers urgently needs to address over the next 10 to 15 years. Appendixes contain an expanded review of the research on variability in reading comprehension, and an outline of a sample request for application. (Contains approximately 345 references.) (NKA)

ED 463 560 CS 510 989

Reid, Jo-Anne
Managing Small-Group Learning.
PUB DATE- 02
NOTE- 110p.; Written with Bill Green and Robyn English.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Poverty; Program Design; *School Support; State Action; *State Aid; State Programs
IDENTIFIERS- *SERVEing Young Children Project

This report provides an overview of southeastern state efforts to assist low-performance schools in building capacity to improve students' academic achievement. High poverty, poor economic resources, and a high turnover rate of both students and practitioners are factors that impede school improvement. High-poverty schools that do improve commonly show the following attributes: a focus on the academic success of every student, openness to experimentation, commitment to involving everyone in solutions, a sense of family within the school, a culture of collaboration and trust, and a passion for learning and growing. Examples of state assistance are presented for six southeastern states. Program designs include putting full-time teachers on contract with the state, working with and through districts collaboratively, and providing assistance at the district and school levels. The assistance process is aided when supported by district superintendents and central offices. Solutions include maintaining continuity of school staffing and ensuring that the external assistance provided allows the school to improve, instead of becoming more top-down and rigid in its organization as a reaction to being on probation. An appendix describes state/district policies that support improved conditions in high-poverty school. (Contains 13 references.) (RT)

ED 463 581 EA 031 580

Lowery, Sandra; Harris, Sandy; Hopson, Michael; Marshall, Russell
Take This Job and LOVE It! A Study of Why Superintendents Stay or Leave.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Cincinnati, OH, November 2-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Boards of Education; Elementary Secondary Education; *Job Satisfaction; Occupational Surveys; *Superintendents
IDENTIFIERS- Texas

As demands for accountability are heightened and job expectations become increasingly unrealistic, people are less interested in entering the superintendency or staying in it if they already have it. This study explored motivators and inhibitors that contribute to a person's decision to become a superintendent and remain in the superintendency. Of 259 superintendents in Texas school districts who received questionnaires by mail, 231 responded. Data were analyzed statistically. Results showed that motivating factors included focusing on the community's vision and making it a reality, love of job, and commitment to education. Inhibiting factors included fractious community politics, self-imposed unreasonable demands, and stress. It is

*Personality Traits; *Predictor Variables; *Psychological Characteristics; Secondary Education; *Self Control; Student Characteristics
IDENTIFIERS- Eysenck (Hans J)

This report discusses the outcomes of a study that examined a hypothesis about the acquisition of behavioral inhibitions offered by Hans Eysenck, which suggests that what is often described as morality or conscience is acquired through conditioning experiences to which individuals respond differently according to their temperament-based personality traits. Eysenck's theory of personality has three temperament-based traits: Psychoticism (P), Extraversion (E), and Neuroticism (N). He suggests that individuals who are low on both E and N traits will be more likely to acquire behavioral inhibitions than individuals who are high on both traits. All participants in the study (n=98) were suspended from middle or high school for disciplinary reasons and attended a transitional learning center as an alternative to an out-of-school suspension. Two instruments were administered to the participants: the Junior Eysenck Personality Questionnaire to assess personality and the Externalizing Scale of the Youth Self-Report to assess self-reported conduct problems. Results from the assessments indicate students low on both the E and N traits had lower scores on the Externalizing Scale than those high on both traits. (Contains 30 references.) (CR)

ED 463 601 EC 308 891

Kemp, Dawn E.; Center, David B.
Temperament Based Personality, Socialization, and Behavior in Students with Emotional/Behavioral Disorders and General Education Students.
PUB DATE- 01
NOTE- 34p.; Paper presented at the Annual TECBD Conference on Severe Behavior Disorders in Children and Youth (Tempe, AZ, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Antisocial Behavior; *Behavior Disorders; *Emotional Disturbances; *Extraversion Introversion; High Schools; Interpersonal Competence; Mental Disorders; Middle Schools; Neurosis; Personality Problems; *Personality Traits; Predictor Variables; Psychological Characteristics; Secondary Education; Self Control; Social Development; *Socialization; Student Characteristics
IDENTIFIERS- Eysenck (Hans J)

This paper discusses the outcomes of a study that examined Hans Eysenck's antisocial behavioral hypothesis (ASB). Eysenck's theory of personality has three temperament-based traits: Psychoticism (P), Extraversion (E), and Neuroticism (N). His ASB hypothesis predicts that individuals high on P, E, and N with poor socialization are at the greatest risk for the development of serious conduct problems. The study evaluated Eysenck's ASB hypothesis in 75 students receiving services for emotional/behavioral disorders (E/BD) and 75 general education students matched for age, ethnicity, and sex. Participants were enrolled in middle and high schools in five counties in a large Southeastern state. Participants were administered three questionnaires: the Junior Eysenck Personality Questionnaire, the Basic Adlerian Scales for Interpersonal Success (BASIS), and the externalizing scale of the Youth Self-Report (YSR). Participants were compared based on educational placement and

see ED 388 007. Appendices are provided on a CD-ROM.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); Assistive Devices (for Disabled); *College Students; Educational Policy; Eligibility; Higher Education; *Learning Disabilities; *Special Needs Students; Student Development; Student Evaluation; *Student Personnel Services; *Transitional Programs

This text is designed to help postsecondary education personnel initiate or refine college programs for the increasing numbers of students with learning disabilities. Following an introductory chapter, chapters have the following titles: (1) "A Comprehensive Approach to Transition Planning"; (2) "Judicial Intent and Legal Precedents" (Laura F. Rothstein); (3) "Issues in Defining the Population"; (4) "The Connections among Psychosocial Issues, Adult Development, and Self-Determination" (Lynda Price); (5) "Assessment of Learning Disabilities" (Joseph W. Madaus); (6) "Determining Eligibility for Services and Testing Accommodations"; (7) "Policies, Procedures, and Programmatic Considerations"; (8) "The Dynamic Process of Providing Accommodations" (Sally S. Scott); (9) "College Students with ADHD: New Challenges and Directions" (Jane Byron and David R. Parker); (10) "The Use of Assistive Technology in Postsecondary Education" (Brian R. Bryant, Diane Pedrotty Bryant, and Herbert J. Rieth); (11) "Postsecondary Disability Personnel as Professionals"; (12) "Promoting Our Products"; and (13) "Future Directions in Postsecondary Learning Disability." Over 50 appendices have been collected on a CD-ROM and include numerous examples of downloadable policies, data collection forms, and resources contributed by professionals from highly respected programs. (Contains approximately 900 references.) (DB)

ED 463 621 EC 308 918

The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders = Manual sobre la dislexia: Procedimientos relacionados con la dislexia y otros desordenes.
PUB DATE- 01
NOTE- 116p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); Definitions; Disability Identification; *Dyslexia; Educational Legislation; Elementary Secondary Education; *Eligibility; Evaluation Methods; Federal Legislation; Legal Responsibility; Professional Development; Reading Tests; Referral; Regular and Special Education Relationship; Remedial Instruction; State Legislation; Student Evaluation
IDENTIFIERS- *Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504); *Texas

This handbook, available in English and Spanish, contains the Texas State Board of Education's approved procedures concerning

IDENTIFIERS- Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504); *Sick Building Syndrome

Asserting that school buildings under renovation and even newly built schools may have polluted indoor environments that cause health problems and hinder learning, this guide introduces special education and anti-discrimination laws designed to remove barriers to education for children with disabilities such as chronic health impairments. The guide addresses the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, effective communication and advocacy, some signs and symptoms of indoor air pollution, and how to address a problem. The guide also includes organizational and published resources. (EV)

ED 463 643 EF 006 076

Lode, Marlin D.

Factors Affecting the Outcomes of School Bond Elections in Iowa.

PUB DATE- 99

NOTE- 186p.; Doctor of Education Dissertation, University of South Dakota.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Bond Issues; *Community Support; Educational Facilities Improvement; Elementary Secondary Education; *Influences; Interviews; School Construction; School Expansion; School Support; Voting

IDENTIFIERS- *Iowa

In spite of a nationwide concern for the crumbling infrastructure of school buildings, the prospects of passing bond issues to repair or replace buildings are elusive. This study examined positive and negative factors that affected the outcomes of school bond elections in four purposefully-selected school districts in Iowa. Variables that contributed to the success of bond elections in two school districts and the failure of bond elections in two school districts were analyzed. Included in the study was an examination of relationships that existed between the variables contributing to the outcomes of the bond issues and selected characteristics of the individual school districts. Results of the survey were analyzed using exploratory data analysis. Interviews were conducted with the superintendent, a member of the citizen bond promotion committee, a newspaper editor, and a banker from four Iowa school districts that held school bond elections in their communities between 1994 and 1998. The interview instrument used in the study contained a series of structured questions with respect to bond elections and questions designed to gather perceptions regarding factors that were critical to the results of the election. Findings of the study indicated the importance of an organized and well-represented citizen committee in the promotion of the school bond election. In addition, the findings supported the need for bond promotion groups to identify "yes" voters and make sure they vote to ensure success. Good internal and external communication and use of the media were supported by the findings as factors essential to a successful bond election. (Appendices contain study materials. Contains 42 references.) (Author/EV)

ED 463 644 EF 006 077

Saugus Union School District Environmental Health Consultation:

Second Language," and (11) "Formulaic Sequences in the Second Language Acquisition Process: A Model." Part 5, "Formulaic Sequences in Language Loss," includes (12) "Patterns of Formulaicity in Aphasic Language" and (13) "Formulaic Sequences in Aphasia: A Model." Part 6, "An Integrated Model," includes (14) "The Heteromorphic Distributed Lexicon." (Contains 14 figures, 10 tables, and approximately 350 references.) (SM)

ED 463 664 FL 027 227

Herdina, Philip; Jessner, Ulrike
A Dynamic Model of Multilingualism: Perspectives of Change in Psycholinguistics. Multilingual Matters 121.
PUB DATE- 02
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Grammar; Holistic Approach; Language Maintenance; *Language Research; *Linguistic Theory; Monolingualism; *Multilingualism; *Psycholinguistics; *Second Language Learning; Transfer of Training
IDENTIFIERS- Universal Grammar

This book provides a novel approach to multilingual phenomena as discussed in psycholinguistic research, drawing together (second) language acquisition theory, bilingualism research, and dynamic systems theory. The focus of the book is theoretical, and the suggested model is intended to provide a framework for future research in general and applied research. Nine chapters include: (1) "Introductory Remarks"; (2) "Stages in Research on Multilingualism" (e.g., double monolingualism hypothesis and transfer as an explanation of linguistic deficiency); (3) "Transfer Reconsidered" (e.g., transfer in research on bilingualism and the paradox of transfer); (4) "Universal Grammar Reviewed" (e.g., theory of competence and tenets of universal grammar language acquisition theory); (5) "Multilingual Proficiency Reassessed" (e.g., defining multilingualism and multilingual variation); (6) "A Dynamic Model of Multilingualism Developed" (e.g., introduction to dynamic systems approaches and language maintenance); (7) "A Dynamic Model of Multilingualism Analysed" (e.g., conceptual outline of dynamic model of multilingualism and how factors relate in DMM); (8) "Holism Defended: A Systems Interpretation" (e.g., double monolingualism and modularity and holism and systems theory); and (9) "Limitations, Conclusions and Outlook" (e.g., theoretical limitations and related concepts of DMM). (Contains 33 figures and approximately 340 references.) (SM)

ED 463 665 FL 027 228

Osborn, Terry A., Ed.
The Future of Foreign Language Education in the United States. Contemporary Language Education.
PUB DATE- 02
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Action Research; Cultural Pluralism; Educational History; Elementary Secondary Education; Epistemology; Faculty Development; Higher Education; Language Maintenance; Language Teachers; Literature; Multilingualism; Preservice Teacher

was that general education remains a high priority item on the majority of campuses, with 57% of the responding institutions currently conducting a formal review of the general education program, and 43% planning a review in the next year. Over the last 10 years, general education has increased as an educational priority. General education reforms of the past decade have resulted in a variety of new approaches, including increased interest in thematic programs. In spite of the high level of interest in general education from campus and external sources, there is little evidence that academic leaders have made many advances in developing shared educational values and embedding them in the life of the institution. Students often display a preference for specialized study, and the advance of general education is slowed by the organization and values of the academy itself. An appendix contains a profile of responding institutions. (Contains 14 references.) (SLD)

ED 463 685 HE 034 797

Jones, Edward; Harrington, Charles F.
Improving the Fit: How To Use Assessment Data To Connect University Curricula to Workforce Needs.
PUB DATE- 02
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Curriculum; *Education Work Relationship; *Evaluation Utilization; Higher Education; *Labor Force Development; Relevance (Education); Student Evaluation
IDENTIFIERS- *Curriculum Alignment; University of Southern Indiana

Broad-based assessment and evaluation must form the foundation of planning for economic and workforce development engagement opportunities by a college or university. This involves assessing workforce development needs and evaluating how well current curricular offerings respond to those needs. Higher education institutions can successfully integrate economic and workforce development activities into their institutional strategic and operational planning processes to the mutual benefit of all constituencies. This paper presents a case study of how the University of Southern Indiana successfully completed such an assessment and has adjusted its curriculum accordingly. (Contains 13 references.) (Author/SLD)

ED 463 686 HE 034 798

Compendium of Statistical and Financial Information: Ontario Universities, 2000-01.
PUB DATE- 02
NOTE- 198p.; Report prepared by the Research, Analysis, and Policy Division of the Council of Ontario Universities.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Costs; *Educational Finance; Educational Planning; Enrollment; Expenditures; Financial Support; Foreign Countries; *Higher Education; Income; International Education; Statistical Data; Tables (Data); *Universities
IDENTIFIERS- Financial Planning; *Ontario University System

This compendium presents data on various aspects of the Ontario promising practice for states looking for ways to improve the responsiveness and performance of their postsecondary education systems. The Kentucky reform effort created and reconstituted postsecondary education structures that are more amenable to change and focused on customers, the state's students, families, employers, and citizens. The reform sets goals and provides incentive funding for institutions that collectively improve state prosperity. One element of the reform is sustained gubernatorial and legislative support for a long-term change agenda. The reform Act also has established a virtual university and library to help meet statewide educational goals. (SLD)

ED 463 709 HE 034 832

Influencing the Future of Higher Education. Proceedings of the Closing Plenary Session of NGA's Annual Meeting (93rd, Providence, Rhode Island, August 7, 2001).
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conferences; *Educational Change; Educational Finance; Educational Technology; Educational Trends; *Financial Support; *Futures (of Society); *Higher Education; *Technological Advancement
IDENTIFIERS- *National Governors Association

In August 2001, the National Governors Association (NGA) convened "Influencing the Future of Higher Education," the plenary session of the 2001 NGA Annual Meeting. Governor Parris Glendening of Maryland opened the plenary with remarks about the importance of postsecondary education to the economic and civil prosperity of the states and the United States. Since the inception of the Influencing the Future of Higher Education initiative, three reports have been produced that consider the future and the role of technology in higher education. The panel discussion of this plenary session focused on how the higher education system will have to transform itself over the next decade. Belle Wheelan, president of Northern Virginia Community College discussed the future of community colleges, student acceptance of changes in postsecondary education, and articulation between 4-year schools and community colleges. Freeman A. Hrabowski, president of the University of Maryland Baltimore County, talked about educational planning and the changing demographics of college students. Jorge Klor de Alva, of Apollo International, reminded panelists and participating governors that higher education has become an industry and should be examined as such. In closing, Governor Glendening remarked that the session demonstrated the importance of the NGA initiative. (SLD)

ED 463 710 HE 034 833

Reindl, Travis; Brower, Dana
Financing State Colleges and Universities: What Is Happening to the "Public" in Public Higher Education? Perspectives.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; *Educational Finance; Educational Trends; *Financial Support; Higher Education;

Librarians involved with the development, design, and delivery of bibliographic instruction to remote access patrons must be prepared to address the challenges posed by each method of delivery (videoconferencing, computer-mediated, and World Wide Web-based). This paper provides an overview of each instructional medium and discussion regarding issues to consider when teaching at a distance. Examples of each method of delivery are provided, as well as a list of utililties and tools those teaching distributed bibliographic instruction can use to present this material. Many of the examples included are from Kent State University (Ohio). (MES)

ED 463 730 IR 021 149

Lewis, Bruce
Help! Third Graders Know More (about Technology) Than My Graduate Students! Closing the Digital Divide.
PUB DATE- 01
NOTE- 7p.; In: Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, TN, April 8-10, 2001); see IR 021 138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Computer Uses in Education; *Educational Technology; Higher Education; Internet; Teacher Education; *Technology Integration
IDENTIFIERS- *Digital Divide; Freed Hardeman College TN

This paper describes EDU 506, a class at Freed-Hardeman University (Tennessee) that seeks to address some of the issues of the digital divide among teachers and students and to put the teachers at ease with the technology. Teachers who finish this class come away with a sense of expertise and, more importantly, are no longer afraid to experiment with the technology. Administrators expect teachers to be able to integrate the technology into their classrooms, and EDU 506 accomplishes its task. The paper also highlights the results of a National Telecommunications and Information Administration study on the digital divide and other related research. (MES)

ED 463 731 IR 021 150

Liu, Yuliang; Ginther, Dean W.
Instructional Strategies for Achieving a Positive Impression in Computer-Mediated Communication (CMC) Distance Education Courses.
PUB DATE- 02
NOTE- 13p.; In: Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, TN, April 8-10, 2001); see IR 021 138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Distance Education; *Instructional Design; Literature Reviews; Models; *Nonverbal Communication; Postsecondary Education; Teaching Methods; *Verbal Communication; Web Based Instruction
IDENTIFIERS- Course Development; *Face to Face Communication; Learning Environments

With the rapid development of computer technology in recent

453 821.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Computer Networks; *Computer Uses in Education; *Educational Technology; Faculty Development; Higher Education; Information Policy; Information Technology; *Newsletters; Online Systems; Technology Integration
IDENTIFIERS- Technology Role

This document consists of 12 issues of the "EDUTECH Report." The newsletter's purpose is to alert faculty and administrators to issues in educational technology. Each issue contains two feature articles, a page of news briefs, and a question and answer column. Issues also contain brief quotations on education technology topics. The following cover articles appeared between April 2001 and March 2002: "Digits and Paper"; "Knowing Your Techies"; "Perspectives on Privacy in Campus IT"; "Making Better IT Decisions"; "We Have All Our Courses Online. Now What?"; "Hot Issues 2001-2002: Making Headway"; "Network Trouble"; "Does the Medium Matter?"; "Technology in the Library"; "Faculty Development and Information Technology"; "Behind the Portal"; and "The Origins of IT Policy." (AEF)

ED 463 751 IR 021 173

Murphy, Tim H.; Lindner, James R.
Building and Supporting Online Learning Environments through Web Course Tools: It Is Whippy, but Does It Work?
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists: Agricultural Communications Section (97th, Fort Worth, TX, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; *Educational Technology; Higher Education; *Instructional Materials; *Online Systems; *Student Attitudes; *Student Reaction; Undergraduate Study; World Wide Web

This study describes and explores student perceptions regarding the use of WebCT in building and supporting online learning communities (a practical application). Participants were all students enrolled in "AGED 440: Principles of Technological Change," an undergraduate level course at Texas A&M University. Objectives were to describe and explore: (1) how WebCT has or has not contributed to success; whether students used online access to course materials; whether students accessed and tracked their grades and progress online; whether students created an online learning environment between and among themselves and other students in the course; and students' overall perceptions of the use of WebCT. Findings from this study indicate that WebCT contributes to student success. This success, however, is hampered when students do not have easy access to reliable computers with high-speed access to the Internet. Although course materials were available online, students tended to rely on traditional print material over WebCT delivered course materials. WebCT's function for accessing tracking grades and progress online was used more by students than any other function. Students did not or were not able to take advantage of WebCT's function to enhance their learning by creating student centered online learning environments. Students' overall perceptions of WebCT were positive. However, teachers need to recognize and make

EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counties; Library Collections; Library Expenditures; Library Funding; Library Material Selection; Library Services; *Library Statistics; *Public Libraries; Tables (Data)
IDENTIFIERS- *Arizona

These statistics were compiled from information supplied by Arizona's public libraries. The document is divided according to the following county groups: Apache, Cochise; Coconino, Gila; Graham, Greenlee, La Paz; Maricopa; Mohave, Navajo; Pima, Pinal; Santa Cruz, Yavapai; Yuma. Statistics are presented on the following: general information; library staff (FTE); volunteers; library operating income (by source); library operating expenditures; library collection in physical units; library services per annum; children's services; and selected measures. Grand totals for all the counties together are given for each of these nine areas. The Arizona Public Library Data Report is included. An appendix presents a table of 1990 census estimates on county income and poverty percentage below the poverty level for children under five years old, children five to seventeen years old, and children total under seventeen. (AEF)

ED 463 771 IR 058 465

Cylke, Frank Kurt
Building a National Service in a Multilingual Environment.
PUB DATE- 02
NOTE- 17p.; Paper presented at Pre-Conference hosted by Association of Caribbean University Research and Institutional Libraries and International Federation of Library Associations Section of Libraries for the Blind (Ocho Rios, Jamaica, May 25-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blindness; Braille; Disabilities; *Federal Programs; Individual Needs; *Information Services; *Library Services; Publications; Reading Materials; Talking Books
IDENTIFIERS- *National Library Service for the Blind

The National Library Service for the Blind and Physically Handicapped (NLS), Library of Congress, administers a free national library program of Braille and recorded materials for eligible individuals residing in the United States or for citizens living abroad. Under a special provision of the U.S. copyright law and with the permission of authors and publishers of works not covered by the provision, NLS selects and produces full-length books and magazines in Braille and recorded formats. Reading materials and necessary audio equipment are distributed to a cooperating network of regional and local libraries where they are then circulated directly to eligible borrowers. This paper discusses the NLS in three main sections. The first section, "Background," discusses funding; eligibility; book collection; magazines; equipment and accessories; music services; volunteer services; Braille competency; reference; consumer relations; and research and development. The second section focuses on non-English materials: production; Spanish-language collection; bibliographic control; service to Spanish-speaking users in the U.S.; and the foreign language plan. The last section discusses international cooperation. (AEF)

*Accreditation (Institutions); Basic Skills; College Faculty; College Role; *Community Colleges; *Educational Assessment; Educational Facilities; Educational Finance; *Educational Objectives; Educational Technology; Enrollment; Minority Groups; *Outcomes of Education; Program Implementation; Two Year Colleges
IDENTIFIERS- *Santa Barbara City College CA

This is a report on the institutional effectiveness assessment of Santa Barbara Community College (SBCC) (California) for the 2000-01 fiscal year. The report focuses on five main topics: student access, student success, human resources, fiscal resources, and physical resources. Report highlights include: (1) SBCC has shown an increase in student applications and admissions over the last 5 years--in 2000, there were 9,971 applications received; (2) the overall and full-time student headcount have increased 17% and 6%, respectively--in 2000, headcount totaled 14,230; (3) the number of associate degrees awarded declined 4% from the last fiscal year, but, excluding last year, the total was higher than the three previous years at the community college; (4) awarded certificates increased 37% from last year; (5) the transfer rate at SBCC has remained fairly constant over the last five years; (6) 22% of the students who entered SBCC in 1998-99 transferred to four-year institutions; (7) generally more women and fewer minorities are being employed at the community college; and (8) minorities have a slight increase in staff appointments. The report includes tables with specific statistical information, along with future recommendations for continued improvement in institutional effectiveness. (MKF)

ED 463 792   JC 020 301

Stewart, Donna L.; Levin, Bernard H.
A Model To Marry Recruitment and Retention: A Case Study of Prototype Development in the New Administration of Justice Program   Blue Ridge Community College.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the Southeastern Association for Community College Research (30th, St. Petersburg, FL, August 7, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Community Colleges; Data Analysis; Models; Program Evaluation; Research Design; *Research Methodology; *School Holding Power; *Statistical Analysis; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Blue Ridge Community College VA

This paper presents findings on predictive models used to identify student characteristics associated with persistence and success in the Administration of Justice (ADJ) program at Blue Ridge Community College (Virginia). Data mining was used to discover patterns and relationships in the data, and analysis was performed using the SPSS program, CLEMENTINE. The sample consisted of students in introductory classes in the ADJ program (n=139) and transfer students (n=386) in similar introductory courses. Through an inductive process of examining data, certain unexpected factors were found to be predictors of student success in these courses. Besides the student's GPA, factors like the cumulative hours attempted and cumulative hours completed without the ADJ courses were significant. It appeared that students who had more credit hours before

(NB)

ED 463 812 JC 020 328

Bus, Ken
The Recruiting Game: Community Colleges Step up to the Plate.
PUB DATE- 02
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Colleges; Enrollment; Enrollment Trends; *Foreign Countries; *Foreign Students; Internet; *Marketing; Program Guides; Publicity; School Catalogs; Strategic Planning; *Student Recruitment; Two Year College Students; Two Year Colleges

This paper offers advice for ways in which community colleges can approach the challenge of recruiting international students. Community colleges are enjoying a new popularity with overseas students, even though other higher education programs are showing slow growth for this group. According to the paper, it is becoming more common to find community colleges among the universities at educational fairs held in various countries throughout the year. Colleges that recruit foreign students must be prepared to provide services for these students. Services include sending pre-arrival information; implementing an adequate orientation program; making health insurance available; providing assistance in finding housing; and offering academic and immigration advisement, ESL classes, social and cultural adjustment help, and personal counseling. Spending large amounts of money on marketing is not always necessary; word of mouth can be a powerful recruiting tool. Brochures and other school materials can be given to traveling professors and domestic and international students. In addition, there are dozens of Web sites that will carry an institution's homepage for a nominal charge. (NB)

ED 463 813 JC 020 329

Johnson, Richard
The Next Frontier of the Student-Centered Classroom: Teaching Students To Recognize Quality Writing through the Use of Peer Evaluation.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Active Learning; Community Colleges; Dissent; Learning Strategies; Opinions; *Participative Decision Making; *Peer Evaluation; Peer Groups; *Process Approach (Writing); Skill Development; Student Role; *Teaching Methods; Two Year Colleges; *Writing (Composition); Writing Skills; Writing Strategies

This paper argues for peer evaluation of writing, in addition to peer editing, for a complete student-centered learning experience. The proposed peer evaluation model addresses three shortcomings of the current writing class model: (1) instructor workload; (2) the problem of students' writing for an audience of one; and (3) the problem of students' editing each others' leadership within the out-of-school time community; (4) a variety of programs, experiences, and opportunities; (5) high quality programming; (6) training and professional opportunities for staff; and (7) a community infrastructure including funding strategies, coordination of training, long-term planning, advocacy, and outreach, and accountability. The guide uses three methods to explain how to build an out-of-school time system. First, an outline presents a step-by-step process in three stages: (1) planning (establishing leadership, engaging community, and developing principles); (2) taking stock (community needs assessment); and (3) making it happen (setting the agenda, planning for sustainability, visibility, and sustaining change). Second, action tips are offered through recommendations based on the successes gained and challenges encountered during the seven years of the MOST Initiative. Third, MOST city models are used to illustrate how Boston, Chicago, and Seattle interpreted the process. The guide concludes with a list of print and organizational resources and information on the National Institute on Out-of-School Time. (KB)

ED 463 832 PS 029 887

Chotomska, Wanda, Ed.
Polish Children and Youth Foundation Annual Report, 2000.
PUB DATE- 01
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Annual Reports; Childhood Needs; *Children; Foreign Countries; *Information Dissemination; *Philanthropic Foundations; Preschool Education; Preschool Teachers; Professional Development; Teachers; Technical Assistance; Voluntary Agencies; Well Being; Youth Programs
IDENTIFIERS- *Poland; Public Awareness

This annual report details the activities and accomplishments of the Polish Children and Youth Foundation (PCYF), established in 1992 to foster the development of Polish children and youth from age 5 to 20 through financial support to organizations serving children and youth, through training programs for local government officials and others, and through conferences and seminars to discuss the needs of children and youth. The report describes the mission of the foundation and details the activities of the foundation for the year 2000 in the following areas: (1) educating the public; (2) supporting youth activities; (3) providing better educational opportunities for children and young people; and (4) promoting effective methods of working with children and young people. Organizations receiving grants from PCYF in 2000 are delineated. Also included in the report are financial statements, a map detailing the location of organizations receiving PCYF monies, and a figure detailing PCYF's expenditures in 2000. The report concludes with a list of sponsors and volunteers, details about the organizational structure, and information on the International Youth Foundation. (KB)

ED 463 833 PS 030 090

Afghanistan Children in Crisis.
PUB DATE- 02
NOTE- 8p.

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- At Risk Persons; Childhood Attitudes; Comparative Analysis; Disabilities; Family Characteristics; *Kindergarten; *Kindergarten Children; Longitudinal Studies; Primary Education; Sex Differences; Social Differences; *Student Adjustment; *Student Attitudes; Student Characteristics

IDENTIFIERS- Early Childhood Longitudinal Survey; Program Characteristics

Noting that the kindergarten year is important in establishing competencies critical to children's success and achievement in school, and the lack of information on how children make the transition to kindergarten, this study examined differences in parental reports of children's adjustment behaviors for a large, nationally representative sample of beginning public school kindergartners. The focus of the research was on the prevalence of parent-reported adjustment problems of first-time public school kindergartners and whether some groups of children experience these adjustment problems more than others. The adjustment behaviors examined were: complaining about going to school, being upset or reluctant to go to school, and pretending to be sick to stay home from school. Data were from a subset of 13,602 children from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999 (ECLS-K). Parents reported that 72 percent of first-time public school kindergartners did not show signs of adjustment difficulty during the first 2 months of the school year. Thirteen percent showed one adjustment difficulty, and 15 percent exhibited two or more. Certain child, family, and kindergarten program characteristics were related to the percent of children who showed adjustment difficulties. Being male, having a disability, or living in a lower socioeconomic status family were associated with adjustment difficulties. Children attending full-day kindergarten programs and those in class sizes of 25 or more children were more likely to demonstrate adjustment difficulties even after controlling for other child and family characteristic differences. (Contains 6 data tables.) (KB)

ED 463 850 PS 030 265

Finn, Carlen; Burgess, Beth

The State of Our Children: Kids Count in Vermont. 2001 Data Book.

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.

PUB DATE- 01

NOTE- 117p.; For 1997 Data Book, see ED 416 029. Also supported by Vermont Department of Health, Division of Community Health and Division of Alcohol and Drug Abuse Prevention Programs; Vermont Office of Economic Opportunity; and Vermont Campaign To End Childhood Hunger.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; At Risk Persons; Birth Weight; Births to Single Women; Child Abuse; Child Advocacy; *Child Health; Child Neglect; Child Welfare; *Children; *Counties; Day Care; Day Care Centers; Demography; Disabilities; Early Parenthood; Elementary Secondary Education; Infant Mortality; Lunch

In order to improve the quality of child care services in the United States, the child care workforce must be better compensated. This paper describes the movement to improve child care compensation over the last 25 years as viewed by one of the leaders in that effort. The paper focuses on three distinct phases of this history: (1) 1970-1985, the first signs of a movement as teachers of young children articulated the problem of poverty-level wages; (2) 1985-1995, characterized by research linking low wages and the quality of services, community and labor organizing, public awareness campaigns, and public policy initiatives; and (3) 1995-2001, a more visible movement through sustained grassroots organizing efforts and public policy responses. Each phase is explored with respect to the economic and policy climate, key players, the primary assumptions and key strategies employed by activists, accomplishments, missteps, and challenges. The paper explores how each phase of the movement has influenced the next, and how the various challenges facing the movement around organizational form, strategy, and the structure of the industry have been resolved or have persisted. The final section of the paper focuses on the current tasks facing the compensation movement. (Contains 56 references and 35 endnotes.) (KB)

ED 463 868   PS 030 283

Haven, Terry, Ed.
Measures of Child Well-Being in Utah, 2002: Counting the Kids Who Count on Us. Utah KIDS COUNT.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 02
NOTE- 98p.; For 2001 report, see ED 449 881. Underwritten by Richards, Brandt, Miller, and Nelson Charitable Foundation and Kennecott Utah Cooper Charitable Foundation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Welfare; *Children; *Counties; Crime; Delinquency; Demography; Dental Health; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Enrollment; Exercise; Family Violence; Health Insurance; Infant Mortality; Infants; Mortality Rate; Obesity; Poverty; Prenatal Care; Preschool Education; Restraints (Vehicle Safety); School Readiness; *Social Indicators; State Surveys; Statistical Surveys; Substance Abuse; Tables (Data); Teacher Student Ratio; *Trend Analysis; Truancy; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Child Mortality; *Indicators; Sexually Transmitted Diseases; *Utah; Vaccination

This Kids Count report details statewide trends in the well-being of Utah's children. The statistical portrait is based on 29 indicators of children's well-being in five areas: (1) child health and safety (prenatal care, low birthweight, infant mortality, child injury deaths, injury-related hospital discharges, child abuse, childhood immunizations, untreated tooth decay, and suicide death rates); (2) family environments (unemployment rate, poverty rate, health insurance, special health care needs, and quality child care availability); (3) community safety and security (juvenile adjudication rates, and domestic violence); (4) school success and work readiness (enrollment, dropout rate, kindergarten readiness, pupil-teacher ratio, truancy referrals to juvenile court, and school

the 2001-2002 public school series, see ED 461 426-436. For the 2001-2002 Catholic school version, see PS 030 167-177.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Foreign Countries; *Grade 1; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Primary Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Noting that parents are vital partners in the educational system, this French-language handbook provides parents with information about the Grade 1 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 1 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Language Arts in Language Programs (Immersion and Bilingual)"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Information and Communication Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Language Programs and Courses Other Than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 463 887 PS 030 323

Ce que mon enfant apprend a l'ecole. Manuel a l'intention des parents, 2001-2002: Deuxieme annee (What My Child Learns in School. Curriculum Handbook for Parents, 2001-2002: Grade 2).
PUB DATE- 01
NOTE- 33p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series in English, one set for public schools and one set for Catholic schools. For the 2001-2002 public school series, see ED 461 426-436. For the 2001-2002 Catholic school version, see PS 030 167-177.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 2; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Primary Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Noting that parents are vital partners in the educational system, this French-language handbook provides parents with information about the Grade 2 curriculum in Alberta, Canada. Based on the

Jan; Johnson, Kath
Evaluation of the Developing Specialist Practitioner Role in the Context of Public Health.
PUB DATE- 00
NOTE- 239p.; Includes "Evaluation of the Developing Specialist Practitioner Role in the Context of Public Health. Research Highlights 41."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Case Studies; *Clinical Teaching (Health Professions); *Community Health Services; Competence; Curriculum Evaluation; Educational Improvement; *Educational Needs; Educational Practices; Educational Research; Educational Trends; Employment Qualifications; Foreign Countries; Higher Education; Interdisciplinary Approach; Job Skills; Learning Processes; Literature Reviews; National Standards; National Surveys; Needs Assessment; *Nurse Practitioners; Nurses; *Nursing Education; Professional Continuing Education; Professional Education; Program Effectiveness; *Public Health; Questionnaires; Skill Development; State of the Art Reviews; Trend Analysis
IDENTIFIERS- *England

A study examined the effectiveness of existing nursing education programs to prepare individuals in the United Kingdom for employment as community specialist practitioners in the context of public health. The study was designed in three strands as follows: (1) a questionnaire-based source of 52 directors and leaders from community specialist programs; (2) a survey of 109 senior nurses across England; and (3) focus groups, interviews of 76 individuals, and document analyses to determine the relationship between education and practice. Community specialist practitioners did not generally see public health work as "core" work. Community specialist roles were in transition. Prior experience in community settings was deemed important in further learning about public health work. It was suggested that interdisciplinary learning be incorporated into curricula to provide a strong base for collaborative working and that developments in practice-based learning and assessment be transferred from other settings to address issues raised in relation to community specialist courses. (Contains 11 tables/figures and 69 references. The following are among the items appended: information on those interviewed; examples of public health practice in health visiting, district nursing, and practice nursing; standards outlined in the feasibility study on national standards for specialist practice in public health; and the questionnaires.) (MN)

ED 463 403 CE 082 373

Dyrenfurth, Michael J.
Trends in Industrial Skill Competency Demands as Evidenced by Business and Industry.
PUB DATE- 00
NOTE- 20p.; Paper presented at the International Conference of Scholars on Technology Education (2nd, Braunschweig, Germany, September 24-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competence; Definitions; Education Work Relationship; Educational Needs; Educational Trends; Employee Attitudes; *Employer Attitudes; Employment Potential;

Society for Research on the Education of Adults (3rd, Lisbon, Portugal, September 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; Age Differences; *College Students; Developed Nations; Educational Attitudes; Foreign Countries; Higher Education; *Outcomes of Education; Reentry Students; Role Conflict; *Self Supporting Students; Stopouts; *Student Attitudes; Student Characteristics; Student College Relationship; *Student Motivation; Universities
IDENTIFIERS- *Finland

More adults are attending college in Finland, so that now approximately one-third of university students, including one-fourth of undergraduates are aged 30 years or over. A study using national data and adult history accounts found these three reasons connected with the change of the age structure in universities: studying for a second university degree; long study times; and starting studies at an adult age. A common attribute of the adults interviewed was that they had to work at a young age, but, especially at transition points in their lives, acted on long-standing desires for more education. They also felt that they were "different" from university students of usual ages, mostly because of their multiple life roles as parent, employee, and spouse. Surprisingly, the adult students also reported feeling "different" at work and kept their studies quiet in that environment because they perceived lack of support or even hostility to their studies. All the adults reported positive impacts of their studies, whether or not they gained employment advancement. However, almost all of the adult students did report positive employment results. (Contains 31 references.) (KC)

ED 463 419   CE 083 006

Campbell, Pat, Ed.; Burnaby, Barbara, Ed.
Participatory Practices in Adult Education.
PUB DATE- 01
NOTE- 318p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Literacy; Citizen Participation; Classroom Techniques; *Cooperative Planning; Correctional Education; Critical Thinking; Democracy; English (Second Language); Graduate Study; Learner Controlled Instruction; Literacy Education; Participative Decision Making; Peer Teaching; Personal Autonomy; *Power Structure; Second Language Instruction; *Social Action; *Student Empowerment; *Student Participation; Teaching Methods; Workplace Literacy
IDENTIFIERS- *Participatory Education

Participatory education is a collective effort in which the participants are committed to building a just society through individual and socioeconomic transformation and to ending domination through changing power relations. This book describes participatory practices in many environments, including educational and penal institutions, community-based programs, workplace settings, literacy, and English as a Second Language (ESL) programs. Each of the six sections in the book involves authors' comments on crucial concepts about participation as seen in light of specific instances of

F. Bowen; Critique by Deborah A. Boone); "Measuring and Benchmarking Client Satisfaction: Implications for Program Improvement and Accountability" (Rama Radhakrishna; Critique by Deborah A. Boone); "4-H Volunteers and the Internet--A Partnership for the Future" (Claudia C. Mincemoyer; Critique by Deborah A. Boone); and "Philosophies of Adult Education as Practiced by Agricultural Education Teachers" (Harry N. Boone, Jr., Crystal R. Buckingham, Stacy A. Gartin, Layle D. Lawrence, Kerry S. Odell; Critique by Deborah A. Boone). (Most papers contained extensive references.) (YLB)

ED 463 436 CE 083 079

Tapia, Ivan, Ed.
Continuing Vocational Education in Germany: Foundations, Sponsors, the New Media, Quality Assurance.
PUB DATE- 01
NOTE- 33p.; English translation, Janet Barton. Theme issue. English edition of B&W titled, "Education and Science."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Caregiver Training; Computer Literacy; Computer Uses in Education; *Continuing Education; Developed Nations; Educational Facilities; Educational Needs; *Educational Policy; *Educational Practices; Educational Quality; Employment Potential; Females; Foreign Countries; Industrial Training; *Information Technology; Labor Education; Learning Motivation; *Lifelong Learning; Multimedia Materials; Participant Characteristics; State Aid; *Vocational Education
IDENTIFIERS- *Germany

This issue focuses on continuing vocational education (CVE) in Germany. Articles are: "Lifelong Learning in the Knowledge Society;" "The Foundations of CVE in Germany"; "Who Takes Part in Continuing Education?"; "Hail Maria! A Helping Hand for Female Academics Seeking Promotion"; "Sponsors and Forms of Continuing Education"; "The New Media the Current Issue for Continuing Education"; "An Instinctive Feel for Alternative Careers in Information Technology: Vocational Qualification by the Nuremberg University Team"; "Building Blocks for a New World: Multimedia 'Driving License'"; "Multimedia in Children's Rooms: Vocational Continuing Education for Teachers in Child Daycare Centers"; "Lifelong Learning As an Issue for Education Policy"; "'The Danger of Missing out' Interview with Matthias Berninger"; and "Quality Assurance in Continuing Education." (YLB)

ED 463 437 CE 083 080

Alluli, Giorgio
Vocational Education and Training in Italy. Second Edition, 1999.
PUB DATE- 01
NOTE- 163p.; Written in collaboration with Simone Casadei, Sandra d'Agostino, Claudio Franzosi, Rosangela Lodigiani, Roberto Maini, Costantino Massari and Paola Nicoletti. Also available in German, French, and Italian. For first edition, see ED 394 065.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Career Guidance; Demography; Developed Nations; Educational Certificates; *Educational Development; *Educational Finance; *Educational History; Employment; Federal State Relationship; Foreign Countries;

America was reviewed. Next, four structured learning programs in South Australia and four in New South Wales were studied. Interviews were conducted with a total of 41 students, 18 school staff, and 26 small enterprise personnel. The following were among the key research findings: (1) there is little shared coherent understanding between schools and small business enterprises as to what constitutes "structured workplace learning"; (2) small enterprises were not normally informed about the nature of structured workplace learning; (3) students did not generally understand the differences between "structured workplace learning" and "work experience"; (4) employers generally saw few benefits to their firms from taking on workplace learning students; and (5) the framework for structured workplace learning has been targeted at big business and has been constructed predominantly from the schools' perspective. The study confirmed the need for further improvement of the relationships between schools and small enterprises and the need to foster more meaningful workplace learning for students based on models of partnership. The school personnel, student, and small enterprise interview proformas and discussion questions are appended. (Contains 79 references.) (MN)

ED 463 454 CE 083 147

Students in Vocational Education and Training: An Overview. Australian Vocational Education & Training Statistics, 2000.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 02
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Age Differences; Comparative Analysis; *Course Selection (Students); Degrees (Academic); Delivery Systems; Disabilities; Educational Attainment; *Educational Trends; Enrollment; Enrollment Influences; *Enrollment Trends; Equal Education; Foreign Countries; *Geographic Distribution; Indigenous Populations; Non English Speaking; Participation; Postsecondary Education; Public Schools; Rural Areas; Secondary Education; Sex Differences; *Student Characteristics; Student Educational Objectives; Trend Analysis; Two Year Colleges; Universities; Urban Areas; *Vocational Education; Womens Education
IDENTIFIERS- *Australia

In the year 2000, approximately 13.2% of Australia's working age population (ages 15-64) was involved in some form of vocational education and training (VET) within the country's publicly-funded VET system, which represents an increase of nearly 2% compared with enrollment levels in 1977. Although female participation in VET has improved, males and females continue to undertake markedly different types of training. Australia's VET system has become an attractive option for entry-level training for young people and an increased focus for older individuals wishing to upgrade their skills, retrain, or undertake general interest studies. Students undertaking VET while still attending school account for approximately 8% of Australia's VET students. Rural and remote Australia is being well served by the country's VET system, with proportionally more students than their population shares. The numbers of indigenous peoples participating in recognized VET has increased from 38,000 in 1997 to nearly 52,000 in the year 2000. However, inequalities between indigenous and local SRO programs, all of which were awarded grants of federal or state monies from DCJS. The findings are organized under four topics: the scope and nature of school crime; SRO efforts to prevent or reduce school crime; student and staff opinion with regard to SROs and SRO effectiveness; and comparing fiscal year 2000 findings with fiscal year 1999 findings. Conclusions indicate that while many students witness illegal behavior and a substantial number experience theft, minor assault and bullying, the overwhelming majority (of students and staff) feels safe at school. The report maintains that Virginia's state-assisted SRO programs are reducing school violence and increasing the feeling of safety among school staff and students. State-funded SROs have succeeded in their roles as law enforcers, instructors, crime prevention specialists, and community liaisons and are viewed as effective agents of change. (GCP)

ED 463 474 CG 031 634

Nine Tips To Help Faith Leaders and Their Communities Address Teen Pregnancy = Nueve consejos para ayudar a lideres espirituales y sus comunidades a hacerle frente al problema del embarazo en la adolescencia.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Church Role; Clergy; Community Involvement; Community Role; *Early Parenthood; *Prevention; Religion; *Religious Organizations; *Sexuality

To support faith communities in protecting teenage boys and girls from too-early sexual activity and teen pregnancy, the National Campaign To Prevent Teen Pregnancy's Task Force on Religion and Public Values has compiled these nine tips which summarize a wealth of experience and advice from faith leaders around the country. The members of the Task Force--religious and secular leaders representing a broad ideological spectrum and a range of faith traditions--hope these tips encourage religious leaders of all faiths and denominations to take on the issue of teen pregnancy in the context of their religious beliefs. A resource list of helpful books, lesson plans, and other educational resources available from a number of religious and secular organizations is also provided. (GCP)

ED 463 475 CG 031 636

Luchansky, Bill; He, Lijian; Longhi, Dario
Substance Abuse Treatment and Arrests: Analyses from Washington State. DSHS Research and Data Analysis Division Fact Sheet.
SPONS. AGENCY- Washington State Dept. of Social and Health Services, Seattle. Div. of Alcohol and Substance Abuse.
PUB DATE- 02
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; *Correctional Rehabilitation; *Counseling Effectiveness; Crime Prevention; Intervention; *Outcomes of Treatment; *Substance Abuse
IDENTIFIERS- *Arrest Records; Washington

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Depression (Psychology); Elementary Secondary Education; *Mental Health Programs; *Prevention; School Community Relationship; *School Counseling; *Suicide; Training; Youth Problems
IDENTIFIERS- Risk Assessment

Recent highly publicized events and related policy initiatives have focused renewed attention on youth suicide, depression, and violence. Unfortunately, such events and the initiatives that follow often narrow discussion of causes and how best to deal with problems. Successful interventions must also involve schools and communities in approaches that counter the conditions that produce so much frustration, apathy, alienation, and hopelessness. This quick training aid presents a brief set of resources to guide those providing an in-service training session on youth suicide prevention. The packet contains a brief introduction to the topic with key talking points, fact sheets, tools and handouts, and a directory of additional resources. (GCP)

ED 463 497 CG 031 663

School-Based Crisis Intervention. A Center Quick Training Aid.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 02
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counselor Role; *Crisis Intervention; *Educational Environment; Elementary Secondary Education; *Mental Health Programs; *School Counseling; Training

As used here, the term school-based crisis intervention refers to a range of responses schools can plan and implement in response to crisis events and reactions. All school-based and school-linked staff can play an important role in crisis intervention. This quick training aid presents a brief set of resources to guide those providing an in-service training session on school-based crisis prevention. The packet contains a brief introduction to the topic with key talking points, fact sheets, tools and handouts to organize a crisis response team, and a directory of additional resources. (GCP)

ED 463 498 CG 031 664

Confidentiality. A Center Quick Training Aid.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 02
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

celebrity, however, she represents the notion of the heroic for her fans. In a sense, she operates as a television evangelist offering advice on secular issues of the day. This paper explores Oprah's role in influencing audiences to read books, documenting the ways in which she draws attention to certain types of books and transfers her own public image to the content of those books. Through the agenda-setting model, we can better understand how a celebrity proponent like Oprah Winfrey is able to transmit her preferred issues to her audiences' agenda, making these issues salient for millions of fans. This study reviews agenda setting theory, considers the power of celebrity influence, and then uses this information to examine Oprah's Book Club. Through her power as a film and television performer, Oprah associates herself with certain books, their characters and authors, thus providing her audience with a framework for the reading experience. A review of featured book club selections is provided by theme, characteristics of authors, storylines of a representative sampling of titles, and observations of both critics and fans. The conclusion drawn is that Oprah's book selections consistently offer readers a way back from pain. Oprah herself lends psychic support to her followers, and this culture of healing is extended to her book club selections. Oprah's Book Club is one more opportunity for this star, through the power and influence of her person, to focus her audiences' attention on her perception of the salient issues of the day. Contains 39 references. An appendix lists the books selected for Oprah's Book Club. (Author/RS)

ED 463 519 CS 510 828

Mangrum, Faye Gothard
Macro and Micro Features of Informal Meetings: A Theoretical Framework.
PUB DATE- 02
NOTE- 28p.; Paper presented at the Annual Meeting of the Central States Communication Association (Milwaukee, WI, April 3-7, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Discourse Analysis; *Interpersonal Communication; Models; *Problem Solving; Work Environment
IDENTIFIERS- *Conversation

This paper presents a comprehensive picture of informal problem solving (IPS) meetings where gatherings of workers meet around computer screens, at their desks, in doorways, and in halls to accomplish multiple work-related tasks. It attempts to uncover interactional details of informal meetings by providing a micro-analytic model of informal problem solving and describing the temporality of these meetings. This micro-analytic approach identifies the phases of talk in IPS meetings as: (1) the opening; (2) recurring retrospective/prospective (R/P) cycles; and (3) the closing. Given the extensiveness and relevance of informal meetings, it argues that formulating a theoretical framework for understanding these kinds of interactions in the workplace is particularly important for communication theorist. Contains 20 references. (Author/RS)

ED 463 520 CS 510 845

Colgan, Karen A.

Test Taking in Reading" (John T. Guthrie); and (17) "Multicultural Factors and the Effective Instruction of Students of Diverse Backgrounds" (Kathryn H. Au). Author and subject indexes are included. (Individual chapters contain references.) (RS)

ED 463 540 CS 510 878

Stewart, Margaret Taylor
"Best Practice?" Insights on Literacy Instruction from an Elementary Classroom. Literacy Studies Series.
PUB DATE- 02
NOTE- 260p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Research; *Classroom Techniques; Elementary Education; *Language Arts; *Literacy; Models; Reflective Teaching; *Student Role; Teacher Researchers; *Teacher Role
IDENTIFIERS- Learning Communities

Teachers, parents, policymakers, and others interested in researching what is best for teaching children literacy skills will find literally thousands of resources purporting to be "best practices." This book suggests examining real classrooms--teachers and students actively involved in literacy learning--to determine what works in practice. The book focuses on one teacher's research and shows how what became "best practice" for this teachers' second-grade students grew out of their growth as a learning community, providing this research through scenes of classroom life. By furnishing a model for teacher research, the book encourages teachers to conduct research inside their own classrooms. Following an introduction, the book is divided into these chapters: (1) Pondering Classroom Pressures, Celebrating Possibilities; (2) Research in the Classroom: Foundation and Methodology; (3) My Role as "Architect"; (4) My Role as "Artist"; (5) The Students' Complementary Roles as "Architects"; (6) The Students' Complementary Roles as "Artists"; and (7) What Have We Learned? Appendixes contain a time frame for the study and a timeline of important Elsewhere Expeditions and related activities. (Contains approximately 350 references, and author index, and a subject index.) (NKA)

ED 463 541 CS 510 886

Denner, Peter R.; Rickards, John P.; Albanese, Andrew J.
Generative Learning Effect of the Story Impressions Preview Method on the Comprehension of Information from Narrative Text.
SPONS. AGENCY- Idaho State Univ., Pocatello.
PUB DATE- 02
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 8; Instructional Effectiveness; Junior High Schools; *Reading Comprehension; Reading Research; *Reading Skills; *Reading Strategies; *Recall (Psychology)
IDENTIFIERS- Narrative Text; *Prereading Activities

A study assessed the extent to which a generative prereading activity known as Story Impressions (SI), which entails composing a guess from clues, influenced passage recall relative to a more passive prereading activity of reading a

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Educational Theories; Elementary Education; Foreign Countries; *Instructional Development; Models; *Small Group Instruction; *Teacher Role
IDENTIFIERS- *Australia; *Learning Environment; Small Group Communication

Students working together in small groups are a familiar scene in Australian elementary schools. But why are small groups used, and who benefits from their use? This book puts the case for small-group organization in the light of contemporary educational theory. In doing so, the book guides the teacher taking the first steps towards small-group practices, while serving as a refreshing challenge to the teacher who already "does" small-group learning. Clearly structured and filled with examples, the book aims to meet teachers in the middle of their daily practice. It is about curriculum and classroom planning--in particular, about how to plan teaching to manage student learning as effectively and productively as possible. Following an introduction, the book is divided into these chapters: (1) Why Small Groups?; (2) Understanding Small Groups; (3) Planning for Small Groups; (4) A Planning Model for Small-Group Learning: A Summary of the Planning Model; (5) Using the Planning Model; (6) Managing Engagement and Exploration; (7) Managing Transformation and Presentation; (8) Managing Reflection; and (9) Managing Professional Growth. (Contains 74 references.) (NKA)

ED 463 561 CS 510 993

Goff-Kfouri, Carol Ann
Business Communication through Active Learning.
PUB DATE- 01
NOTE- 19p.; Paper presented at a conference on English for Second Language Instructors, and English for Special Purposes Instructors (Beirut, Lebanon, December 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Active Learning; *Business Communication; Business English; Case Studies; Class Activities; Employment Interviews; Higher Education; *Letters (Correspondence); Problem Solving; Resumes (Personal); Role Playing; Writing Assignments; *Writing Skills

Research has shown that although university instructors of English as a Second Language are aware of the benefits that active learning can bring the student, teacher-centered, traditional lecture method classes are still the norm. Resistance to change is due in part to large class sizes, limited instruction hours, and the perception that proactive learning would entail increased preparation time. The purpose of this paper is first to demonstrate the need for active learning in the Business Communication classroom taking into consideration that students today must not only acquire competence in a subject, but they must also be able to apply those competencies as they work in their professions. Secondly, the paper will give practical examples of how role-play, peer correction and case studies are applicable in the university classroom in the study of letter, memo, resume writing as well as in the preparation of meetings and job interviews. (Contains

recommended that superintendents be challenged to remain focused on their commitment to education and helping people, and that the local community, led by school boards, do all that they can to support superintendents in their work. Additionally, superintendents should be provided an avenue for sharing their successes with the local and broader educational communities. To overcome these obstacles, communities and school boards must also work with individual superintendents to better understand the negative factors of the job and, thus, encourage quality administrators to stay on the job. (Contains 51 references and 2 tables.) (RT)

ED 463 582   EA 031 581

Rodriguez, Terry-Ann; Slate, John R.
Principals' and Teachers' Views of Site-Based Management in Texas.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Cincinnati, OH, November 2-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; *School Based Management; *Teacher Attitudes
IDENTIFIERS- *Texas

In this study, the views of Texas principals and teachers regarding the implementation of and support for site-based management were examined through a survey administered by the Texas Education Agency. A total of 2,128 respondents were queried regarding the implementation of and degree of support for site-based management. Analysis of responses to the survey items revealed statistically significant differences between principals' and teachers' perceptions in both areas assessed (implementation and support). Principals reported a higher degree of site-based management implementation and a higher degree of support for it than was reported by teachers. Findings are evaluated in connection with relevant literature. One possible reason for the differences in perception is that principals preferred to believe that more site-based decision-making was taking place on their campuses than actually was the case, or purporting site-based management implementation at higher degrees because they are aware of the consequences that could come from claiming the contrary. In contrast, teachers could have reported what actually does or does not take place at their campuses, regardless of consequences that may come from admitting limited degrees of site-based management. Research examining the relationship between the school leadership role and school effectiveness is suggested. (Contains 45 references.) (RT)

ED 463 583   EA 031 582

Petersen, George J.; Fusarelli, Lance D.
Changing Times, Changing Relationships: An Exploration of the Relationship between Superintendents and Boards of Education.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Cincinnati, OH, November 2-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

by the seriousness of self-reported behavioral problems. Students with E/BD were significantly higher on the N scale and lower on the E scale in comparison to their general education peers, indicating greater risk for emotional disorders. Their assessment also suggested greater socialization difficulties than the general education participants. Appendices include data charts. (Contains 46 references.) (CR)

ED 463 602 EC 308 892

Macrine, Sheila L.; Chapman, Judith G.
Physicians' Knowledge, Training, and Practices in the Treatment of ADHD.
PUB DATE- 01
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Attention Deficit Disorders; Children; Drug Therapy; *Graduate Medical Education; Higher Education; *Hyperactivity; *Knowledge Level; *Medical Education; *Physicians; Training Methods

This report discusses the results of two studies that investigated the level and form of training in the treatment of attention deficit hyperactivity disorder (ADHD) among physicians. In the first study, 100 medical schools and 150 residency programs were surveyed nation-wide. Response rates were 62% for medical school and 67% for residency programs. Some training in ADHD is evident; however, differences emerged in hours and format of instruction, with residency programs providing more training opportunities than medical schools. A second study assessed the knowledge, training, and practices of primary care physicians in the diagnosis and treatment of ADHD among 250 primary care physicians in a large, northeastern, tri-state area. A 38% response rate obtained from the initial survey and a follow-up survey sent to non-respondents yielded a 51% response rate. There appears to be considerable general knowledge of ADHD with the majority of respondents being self-taught (76.4%). Whereas fewer than 85% of respondents felt personally qualified to diagnose and provide initial and follow-up medication for ADHD, 93% of the initial sample do prescribe mediations. (Contains 45 references.) (Author/CR)

ED 463 603 EC 308 893

Greene-Bryant, Betty
Including Students with Disabilities in Large Scale Assessments: A Necessary Element of School Reform Efforts.
PUB DATE- 02
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); Accountability; Administrator Role; Alternative Assessment; *Disabilities; *Educational Assessment; Federal Regulation; Outcomes of Education; *Principals; Professional Development; Secondary Education; *Student Evaluation; *Student Participation
IDENTIFIERS- Individuals with Disabilities Education Act; Testing Accommodations (Disabilities)

dyslexia and related disorders and information regarding the state's dyslexia statutes and their relation to the federal Rehabilitation Act of 1973, Section 504, and the Individuals with Disabilities Education Act. Chapters address the following topics: (1) definitions and characteristics of dyslexia; (2) issues related to kindergarten, Grade 1, and Grade 2 reading instruments; (3) procedures and measures for assessing students for dyslexia; (4) identification of students with dyslexia; (5) instruction for students with dyslexia; (6) professional development of the teachers of students with dyslexia, and (7) referral to special education. Among ten appendices are: a flow chart for assessment, identification, and instruction for students with dyslexia; testing accommodations for the Texas Assessment of Academic Skills; a glossary of terms; a list of publications related to dyslexia; and the texts of relevant sections of the Rehabilitation Act of 1973, the Texas Education Code, and the Texas Administrative Code. (Contains 32 references.) (DB)

ED 463 622 EC 308 920

Warger, Cynthia
Helping Students with Disabilities Succeed in State and District Writing Assessments. ERIC/OSEP Digest.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 02
NOTE- 4p.; ERIC/OSEP Digest #E625.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Standards; Assistive Devices (for Disabled); *Disabilities; *Educational Assessment; Elementary Secondary Education; Student Evaluation; Teaching Methods; *Writing Instruction; *Writing Strategies; *Writing Tests
IDENTIFIERS- ERIC Digests; Testing Accommodations (Disabilities)

This digest offers guidelines to help teachers prepare students with disabilities to succeed on state and district writing assessments. Teachers are urged to use the three principles of effective writing instruction: (1) use a basic framework of planning, writing, and revision; (2) instruct students in steps of the writing process and the features and conventions of the writing genre; and (3) provide feedback guided by the information explicitly taught. One methodology that follows these principles, Self-Regulated Strategy Development, is explained in terms of goals, the sequence of instruction, and methods of individualization. Teachers are also urged to prepare students for assessment (a mnemonic writing strategy called PLAN and WRITE is briefly described); to use assistive technology in instruction and testing (including software for transcription, planning, and communication); and to provide test accommodations, such as extending time limits, dictating to a scribe, or using pencil grips. (DB)

ED 463 623 EC 308 921

Martin, Sylvia S.
The Effects of Peer Social Behavior on the Motor and Social Responses of Preschool Children with Severe Disabilities in Childcare Settings.
PUB DATE- 00

Review of Environmental and Clinical Laboratory Information.
PUB DATE- 99
NOTE- 71p.; Cover page reads "Saugus Unified School District." Commissioned by the Los Angeles County Health Department and Saugus Union School District Administration.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Air Pollution; Child Health; *Hazardous Materials; *Mobile Classrooms; *School Safety; Toxicology
IDENTIFIERS- *California (Los Angeles County)

Parents of children in the Saugus Union School District in California were concerned about the safety of classrooms, particularly portable classrooms. Their concerns were amplified by assertions of a local medical toxicologist following evaluations of some teachers and students, and by an Environmental Working Group report about alleged problems with portables throughout California. Efforts by the school district, environmental consultants, and Los Angeles County health authorities were not sufficiently reassuring to some parents. This report discusses results from an evaluation of the classrooms by the Environmental Health Investigations Branch (EHIB) of the California Department of Health Services. Findings indicated no elevated health risks to students. The report's first part details evaluation methods and findings, while the second part directly answers each of the questions posed to EHIB staff at a parent meeting. Data tables provide results of environmental sampling at each school. (Consultations with outside authorities are appended. Contains 68 references.) (EV)

ED 463 645 EF 006 078

Lackney, Jeffery A.; Jacobs, Paul J.
Teachers as Placemakers: Investigating Teachers' Use of the Physical Learning Environment in Instructional Design.
PUB DATE- 02
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Organization; *Classroom Design; Classroom Environment; Classrooms; Elementary Secondary Education; *Teacher Behavior; Teachers

This paper summarizes research conducted to assess how and to what extent teachers actively use and manipulate the physical classroom learning environment as part of their instructional design. A structured interview and participant observation were used to gather data from several teachers at all grade levels, including national board certified teachers. Preliminary findings include the design principles used by various teachers, which indicate that rather than receiving education on research-based design principles during their formal education, teachers have relied on trial-and-error methods. (Contains 19 references.) (EV)

ED 463 646 EF 006 079

Lackney, Jeffery A.
The State of Post-Occupancy Evaluation in the Practice of Educational Design.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the Environmental Design Research Association (32nd, Edinburgh,

Education; Reflective Teaching; *Second Language Instruction; *Second Language Learning; Uncommonly Taught Languages

This collection of papers examines how the changing social and academic context of language education in the United States impact the future of the discipline. After "Introduction" (Terry A. Osborn), the 10 papers include the following: (1) "'Our Patriotic Duty': Insights from Professional History, 1890-1920" (Deborah M. Herman); (2) "The Entangled Future of Foreign Language Learning" (Stephen W. Kercel, S. Alenka Brown-VanHoozer, and W. R. VanHoozer) (3) "'Knowing' and 'Learning' a Foreign Language: Epistemological Reflections on Classroom Practice" (Timothy Reagan); (4) "Responding to Literature in the Foreign Language Classroom: Aesthetic Dimensions of Fluency" (Philip M. Anderson and Terry A. Osborn); (5) "Challenging the Monovocal Narrative: Interdisciplinary Units in the Foreign Language Classroom" (David Gerwin, Terry A. Osborn); (6) "Enabling Teachers through Type Theory: Nurturing the Pluralistic Persona" (A. J. Vogely); (7) "Professional Renewal: The Role of Teacher Education in Multicultural America" (Terry A. Osborn, Jacqueline Davis); (8) "Toward a Political Economy of the Less Commonly Taught Languages in American Public Schools" (Timothy Reagan); (9) "Reversing Language Loss in a Multilingual Setting: A Native Language Enhancement Program and Its Impact" (Claire Sylvan, Migdalia Romero); and (10) "Authentic 'Migratory' Experiences for Language Learners: Macrocontextualization as Critical Pedagogy" (Xae Alicia Reyes). (Papers contain references.) (SM)

ED 463 666 FL 027 229

Kurose, Yuki
The Strategies Used in Japanese Advertisement.
PUB DATE- 02
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Advertising; Elementary Secondary Education; Foreign Countries; Higher Education; *Japanese; *Second Language Instruction; Teaching Methods
IDENTIFIERS- *Marketing Strategies

This paper investigates the possibility of using Japanese advertising language as a teaching tool in the second language classroom. First, it reviews the aims of advertising and the advantages of learning advertising language in the classroom based on previous research. Next, it discusses language strategies used in Japanese advertising, presenting typical examples for each. The strategies are divided into linguistic-oriented strategies and sociocultural strategies. Finally, the paper suggests some teaching plans for Japanese classrooms, where teachers can utilize advertising language as one of the language teaching materials. These plans cover the strategies unique to the Japanese language and the strategies that require some background knowledge of Japanese society and culture. An appendix includes photocopies of cited advertisements. (Contains 43 references.) (SM)

ED 463 667 FL 027 230

Malcolm, Ian G.
Apprehending and Appropriating Cultural Imagery in Bidialectal Education.
SPONS. AGENCY- Australian Research Council.; Western Australia Education Dept., Perth.; Edith Cowan Univ., Perth (Australia).

University System, Canada. It is a companion to the Financial Report of Ontario Universities, the annual series of volumes prepared under the auspices of the Council of Financial Officers-Universities of Ontario (COFO-UO). This compendium contains supplementary information that helps put the COFO-UO financial data in context and facilitates interpretation of the financial reports. A broad spectrum of data appears in this report: intake of first year students; full- and part-time enrollment; degrees awarded; university physical space; library collections; residence accommodation; and selected financial information. These data show the differences in Ontario's universities. The sections are: (1) Socio-Economic Statistics of Ontario, 1991-92 to 2000-01; (2) Higher Education Statistics of Ontario, 1991-92 to 2000-01; (3) Enrollment, Applications and Degrees at Ontario Universities; (4) University Statistics; (5) Financial Statistics; (6) Financial Information for All Universities and Federated and Affiliated Colleges (on a Consolidated Basis); (7) Financial Information for All Universities and Federated and Affiliated Colleges 1996-97 to 2000-01 (on a Consolidated Basis); (8) Total Revenue and Expense Statements for Each University and Its Federated and Affiliated Colleges 2000-01 (on a Consolidated Basis). (Contains 16 figures and 71 tables.) (SLD)

ED 463 687 HE 034 799

Dottin, Erskine S.
Standards, Outcomes, Alignment, Performance Assessment and Candidate Learning: Bringing It Together in an Undergraduate Foundations of Education Course.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Foundations of Education; Higher Education; *Outcomes of Education; *Performance Based Assessment; *Preservice Teachers; *Standards; Teacher Education; Undergraduate Study

This paper provides an example of how an undergraduate foundations of education course is contributing to the conceptual and practical side of teacher preparation. It describes the course, traces its development, analyzes key alignments, and provides reflections on candidate learning with reference to the foundations of education. Ways candidate work may meet the Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies of the Council for Social Foundations of Education are outlined. Among the points emphasized are that an interdisciplinary approach to the course is conducive to helping teacher candidates focus on foundational thinking while providing ideas for classroom practice and that making the standards for the course public through scoring guides (rubrics) makes course expectations clear to students. Also discussed are the role of performance assessment and the usefulness of portfolios. (Contains 22 references.) (SLD)

ED 463 688 HE 034 807

Hawkins, Brian L., Ed.; Rudy, Julia A., Ed.; Wallace, William H., Jr, Ed.
Technology Everywhere: A Campus Agenda for Educating and Managing

*Policy Formation; Public Colleges; *State Colleges

In public higher education, as in elementary and secondary education, the educational infrastructure is weakening, and a shift away from public financing is occurring. This paper examines how the financing of public four-year institutions has changed from the later 19080s to the present, with emphasis on public comprehensive institutions. These changes are analyzed and their potential ramifications for different stakeholders are discussed. The discussion moves to the future of public higher education finance and assesses proposals to change the current prevailing finance structure significantly. The rapidly growing presence of market forces throughout the higher education sector threatens to compromise core principles such as academic freedom and scholarly standards of excellence, as the trends identified in this paper confirm. If managed with respect for the balance between public good and private initiative, these trends can represent an opportunity for positive change. For this to occur, the relations between policymakers and higher education must improve to sustain a discussion of modifying the financing structure. The next question is whether all major stakeholders are prepared for major policy changes. (Contains 8 figures and 72 endnotes.) (SLD)

ED 463 711 HE 034 834

The Education Article, Annotated Code of Maryland. Report to the Governor and the Maryland General Assembly.

PUB DATE- 02

NOTE- 46p.; Code contains: (1) 11.206.1 Establishing and Abolishing Programs; (2) 11.206 Expedited Academic Program Review Timeframe; and (3) 11.206.1 Low-Productivity Programs.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Degrees (Academic); Higher Education; *Productivity; *Program Evaluation; Program Implementation; State Government

IDENTIFIERS- *Maryland; Maryland Higher Education Commission; *University of Maryland

This document reports on the new academic program review activities of the Maryland Higher Education Commission. Two new sections of the Education Article of the Annotated Code of Maryland implemented in 1997 changed the academic program review process for institutions within the University System of Maryland (USM). The process now calls for a 60-day academic program review process at all institutions of higher education and requires the Maryland Higher Education Commission and the governing boards of public institutions of higher education to identify low-productivity academic programs. The revised review process has severely limited the ability of the Maryland Higher Education Commission to assess the quality and accessibility of new academic programs proposed by USM institutions. The Commission is no longer able to consider the market demand for proposed programs, curriculum quality, expected learning outcomes, adequacy of faculty resources, or adequacy of instructional equipment and facilities. The Commission has found, however, that the 60-day period has improved the time-to-implementation of new degree programs. In the most recent review cycle (July 1999-December 2001), 121 new academic programs were implemented without objection for USM institutions, compared with 51 new programs approved in the previous cycle. The new criteria revolve around mission years, distance education, and especially computer-mediated communication (CMC), has expanded very quickly. The application of computer technology in education presents many unanswered questions, including issues related to impression formation and impression management in computer-mediated environments. This paper reviews the knowledge base for verbal and nonverbal factors affecting impression formation in both face-to-face (FtF) and CMC environments. Based on this review, instructional strategies for achieving effective communication and a positive impression in CMC distance education courses are proposed. Verbal strategies include: following language norms; using standard discourse schemas selectively; using pragmatic and syntactic codes selectively; using intense language; using immediate language; using diverse language; using powerful language style; selecting the appropriate verbal influence strategy; and using appropriate ironic remarks. Nonverbal strategies include: using paralinguistic cues such as emoticons appropriately; taking into account chronemics; maintaining a high frequency of messaging; maintaining longer duration messages; maintaining a fast reply of messaging; manipulating primacy effect; manipulating recency effect; and ensuring no typing errors. (Contains 45 references.) (Author/MES)

ED 463 732 IR 021 151

Hoyer, Jeff
Interactive Learning through Creation and Use of a Cyber Corporation with Application in Public Relations, Business, and Finance.
SPONS. AGENCY- Tennessee Univ., Martin.
PUB DATE- 01
NOTE- 7p.; In: Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, TN, April 8-10, 2001); see IR 021 138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Case Studies; *Corporations; Higher Education; Instructional Design; Instructional Development; Interaction; *Public Relations; *Virtual Reality; *Web Based Instruction; World Wide Web
IDENTIFIERS- *Finance; Learning Environments; University of Tennessee Martin

This paper is a case study that discusses the creation of a virtual corporation for use in teaching public relations techniques at the University of Tennessee at Martin. It also shows how the structure can be modified for teaching business or finance. A description is given on how to construct and use similar World Wide Web pages. The components are described and their use illustrated. A discussion is also included on the advantages and disadvantages of using the virtual corporation in classroom instruction. (Author/MES)

ED 463 733 IR 021 152

Anderson, Tiffany; Reinhart, Julie; Slowinski, Joe
A Journey in Virtual Collaboration: Facilitating Computer-Mediated Communication among Pre-Service Teachers.
PUB DATE- 01
NOTE- 8p.; In: Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, TN, April 8-10, 2001); see IR 021 138.
LANGUAGE- English

alternative options for students not willing or unable to use WebCT. (AEF)

ED 463 752 IR 021 174

Koszalka, Tiffany A.; Grabowski, Barbara; Kim, Younghoon
Designing Web-Based Science Lesson Plans That Use Problem-Based Learning To Inspire Middle School Kids: KaAMS (Kids as Airborne Mission Scientists).
SPONS. AGENCY- National Aeronautics and Space Administration, Washington, DC. Educational Affairs Div.
PUB DATE- 02
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Elementary Secondary Education; Instructional Materials; Lesson Plans; Middle School Students; Middle Schools; *Problem Based Learning; *Science Education; *Science Instruction; Sciences; Scientists; Student Motivation; *Web Based Instruction
IDENTIFIERS- National Aeronautics and Space Administration

Problem-based learning (PBL) has great potential for inspiring K-12 learning. KaAMS (Kids as Airborne Mission Scientists), an example of PBL, was designed to help teachers inspire middle school students to learning science, math, technology, and geography. The children participate as scientists investigating environmental problems using NASA (National Aeronautics Space Administration) aeronautics and airborne remote sensing data. The general PBL process, characteristics, and impacts on science education and K-12 students served as the theoretical foundation for designing the Web-based KaAMS PBL lesson plans. The conceptual framework of KaAMS, including KaAMS the PBL model and general characteristics of KaAMS learning process emerged from this literature. Twelve lesson plans were developed and tested in the classroom. Formative evaluation results are presented. The paper concludes that through their high quality materials, NASA can make an impact on science in the classroom, which in combination with KaAMS strategies can change teaching practice and impress middle school students with the importance of and strategies for conducting "good science." (Contains 12 references.) (Author/MES)

ED 463 753 IR 021 679

Lemke, Cheryl
enGauge 21st Century Skills: Digital Literacies for a Digital Age.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Computer Literacy; Elementary Secondary Education; Futures (of Society); Higher Education; *Information Literacy; *Information Skills; *Information Technology; Skill Development; Technological Advancement

ED 463 772   IR 058 466

South Carolina State Library Annual Report, 2000-2001.
PUB DATE- 01
NOTE- 59p.; For the 1999-2000 report, see ED 455 843.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Higher Education; Institutional Libraries; *Library Development; *Library Planning; *Library Services; *Library Statistics; *Organizational Objectives; Public Libraries; State Libraries; *Strategic Planning
IDENTIFIERS- *South Carolina State Library

The current strategic plan of the South Carolina State Library contains five goals: (1) Provide information resources and services to meet the needs of the people of South Carolina; (2) Provide statewide programs to support local library services; (3) Serve as the advocate for libraries in South Carolina; (4) Encourage cooperation among libraries of all types; and (5) Continuously improve State Library operations and services. This report highlights the State Library's progress toward meeting these goals. The report consists of five main sections: Organization and Operations; Activities--FY 2001; Publications of the South Carolina State Library, 2000-2001; Statistical Summary--FY 2001; Financial Statement; and South Carolina State Library Staff. Activities, service, and other information discussed in the second section include: state library users; state library collection; collection statistics; DISCUS--South Carolina's virtual library; information services; South Carolina State Documents Depository Program; consultant services; grant administration; children's services; continuing education; public library construction; marketing/public information services; legislation; collaborations; the South Carolina Library Network (SCLN); Internet/telecommunications project; South Carolina Group Database Licensing Project; staff development; volunteer program; facilities; and customer needs assessment. Two appendixes provide library directories (Public Library Board Chairmen; public libraries; colleges and universities; and libraries in state institutions) and library statistics (public library statistics; public libraries, annual statistics, FY 2001; South Carolina institutional libraries statistics, FY 2000-2001; and South Carolina college and university libraries statistics, FY 2000-2001.) (AEF)

ED 463 773   JC 020 218

Johnson, J. Lee
A Study of Institutional Capacity and Financial Base at Rural Community Colleges.
PUB DATE- 99
NOTE- 270p.; Presented to University of Toledo (Ohio) for Ph.D. in Higher Education Administration.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Community Colleges; Community Resources; Educational Economics; *Educational Finance; *Enrollment; Financial Support; Rural Areas; *Rural Schools; *State Aid; Two Year Colleges

This study examined the institutional capacity and financial base of rural community colleges to provide access and economic development. It employed the U.S. Department of Education's entering the ADJ classes showed higher rates of persistence; therefore, new students were more at risk. Additional analysis using a neural network model revealed the relative predicting power of various student characteristics. Included in this analysis were variables such as age, race, financial aid awards, and participation in developmental education programs. From this exploratory approach to analyzing data, findings have informed the institution's knowledge of its faculty, programs, and students. (JCC)

ED 463 793 JC 020 302

Local Community College Action Campaign: Combating State Budget Cuts to Community Colleges.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Graduates; College Role; *Community Colleges; Educational Assessment; *Educational Finance; Educational Objectives; *Educational Technology; *Labor Force Development; Outcomes of Education; Partnerships in Education; *School Business Relationship; *State Aid; Two Year Colleges

This document is a report on an action campaign started by members and supporters of the American Association of Community Colleges (AACC) to combat current and planned cuts in state support to community colleges. The action campaign includes press releases and letters to the media, local leaders, general public, and elected officials. The campaign emphasizes that community colleges provide educational opportunities to many under-served ethnic groups and communities and develop and train many skilled workers, who contribute revenue to the local and state economies, in a variety of fields. The report also states that community colleges help reduce the unemployment rate in many cities. The campaign expresses that state budget cuts in community college funding are counterproductive to the overall state economy; moreover, cuts in education make states and cities less attractive to new businesses dependent on skilled employees. The report proposes that community colleges invite elected officials and the media out to their campuses to witness directly the programs and services provided to students and the community. Other avenues and recommendations for garnering support against budget cuts like editorials, press conferences, speaking engagements, public opinion polls, and town hall meetings are mentioned in the report. (MKF)

ED 463 794 JC 020 303

Thai East-West Community College Workshop (Bangkok, Thailand, November 20-27, 2001). A Report.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accreditation (Institutions); Administrator Role; Articulation (Education); *College Role; *Community Colleges; *Educational Development; *Educational Objectives; Foreign Countries; Program Implementation; Two Year Colleges
IDENTIFIERS- *Thailand

This is a report on a workshop held in Hawaii with representatives from United States community college and the work without having first internalized the qualities of good writing. In this model, students submit their papers anonymously to a quality evaluator team in another class. The team uses descriptive words to categorize the papers: "needs work," "on target," and "exceeds expectations." The team works from a scoring rubric to determine the category into which the paper falls. During discussion sessions, dissent is encouraged if a student feels strongly that the rest of the group is misjudging an essay. The teacher's goal in employing peer review is to wean the team from his input as the semester progresses, all the while checking on each team's standards to make sure they are all similar. This method of evaluation has resulted in a reduction in the number of contested grades, in addition to the students' internalization of an idea of quality writing. The act of evaluating becomes a learning experience for the students, with the teacher making in-class comments on essay quality during the evaluation process. Thus, the entire process takes place within the classroom. (NB)

ED 463 814 JC 020 330

University of Hawaii Community Colleges Strategic Plan Update, 2003-2007.
PUB DATE- 02
NOTE- 42p.; Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Community Colleges; Economic Development; Economic Impact; Educational Cooperation; *Educational Finance; Educational Planning; *Financial Support; Institutional Characteristics; Institutional Cooperation; Labor Force Development; Mission Statements; *Organizational Objectives; Political Influences; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *University of Hawaii Community College System

This strategic plan for the University of Hawaii Community Colleges includes a contextual study, supported by data from the National Center for Public Policy and Higher Education (NCPPHE). Statistics include: (1) Hawaii ranked with the top states in high school completion (93%), but 18-24 year olds enrolling in college in the top states was 42%, as opposed to 37% in Hawaii; (2) 16% of Hawaii 8th graders scored at or above "proficient" in math, 19% in reading, and 15% in writing (the highest states scored 33% in math, 38% in reading, and 31% in writing); (3) state grant aid targeted to low-income families as a percent of Pell grant aid to low income families was 2% in Hawaii, compared with 106% for the top states; and (4) 40% of Hawaii's community college students returned for their second year, compared with 64% in the top states. This plan also reports on the National Center for Higher Education Management Systems (NCHEMS) funding analysis for the University of Hawaii System (UHS). Among those findings: UHS, relative to peers, is collectively underfunded by $117 to $137 million. System priorities addressed in this plan include promoting learning and teaching for student success, functioning as a seamless state system, promoting workforce and economic development, developing human resources, and creating an effective infrastructure to support student learning. Appended are numerous tables and charts detailing demographic and financial statistics. (NB)

ED 463 815 JC 020 331

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; *Child Health; *Child Safety; Childhood Needs; *Children; Coping; Developmental Programs; Economic Development; Foreign Countries; *Humanitarianism; Nongovernmental Organizations; Philanthropic Foundations; *Program Descriptions; Well Being
IDENTIFIERS- *Afghanistan; *Save the Children Fund

This report provides information on the well-being of children in Afghanistan, details the work of the Save the Children organization in helping Afghan children and families, and discusses what is currently needed to meet the urgent health and safety needs of Afghan children. It is noted that 25 percent of children die before their fifth birthday, only 10 percent of pregnant women receive maternal health care, 20 percent of children are born in a refugee camp, and only 3 percent of girls and 39 percent of boys are enrolled in school. The report provides information on Save the Children's efforts in Afghanistan related to: (1) providing food for families; (2) improving the health of mothers and children; (3) educating children; (4) keeping children out of harm's way; (5) helping children cope emotionally; and (6) increasing economic self-sufficiency. The immediate needs of the children of Afghanistan are delineated. The report asserts that the protection, survival, and future development of the children and the society in Afghanistan depend on: (1) establishment of nationwide stability and safety; (2) continued prioritization of humanitarian assistance; (3) expanded long-term development; (4) heightened focus on children and women; and (5) adherence to worldwide commitments. A map details the locations of Save the Children programs in Afghanistan and Pakistan. The report concludes with a brief history of the Save the Children efforts in Afghanistan and Pakistan. (KB)

ED 463 834 PS 030 225

Early Childhood Development (Nga Kaitaunaki Kohungahunga) 1 July 2000 to 30 June 2001 Annual Report.
PUB DATE- 01
NOTE- 52p.; "Presented to the House of Representatives pursuant to Section 44 of the Public Finance Act 1989. Contains small type. For the 1999-2000 report, see ED 437 150.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Annual Reports; Educational Finance; *Educational Objectives; Federal Programs; Foreign Countries; Maori; *Maori (People); Pacific Islanders; Parent Education; Position Papers; Preschool Education; *Public Policy
IDENTIFIERS- *New Zealand

This annual report outlines the mission and goals of New Zealand's Early Childhood Development Unit (ECDU), established in 1989 to promote the development and provision of high quality, accessible, and culturally appropriate educational and developmental facilities/services for families and young children. The report contains a directory of ECDU addresses; a brief description of ECDU; statements of the office's purpose, mission, and values; and reports by ECDU's chairperson, chief executive, and the audit office. A statement of service performance details the performance measures covering the ECDU's key activities. Activity areas and financial information

Programs; One Parent Family; Poverty; Prenatal Care; Public Policy; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; Welfare Recipients; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Child Mortality; *Indicators; School Lunch Program; *Vermont

This KIDS COUNT data book examines trends in the well-being of Vermont's children. Following an introduction and executive summary, the statistical portrait is presented, based on 18 indicators of child well-being: (1) child poverty; (2) families with children, headed by a single parent; (3) national school lunch program enrollment; (4) children in families receiving ANFC; (5) children in families receiving food stamps; (6) women in the labor force; (7) child care need versus capacity; (8) new families at risk; (9) teens ages 15-19 not in school and not in labor force; (10) early prenatal care; (11) low birth-weight babies; (12) infant mortality; (13) births to teens; (14) child deaths; (15) teen deaths by accident, suicide, and homicide; (16) children and youth with disabilities; (17) children in state custody; and (18) child abuse and neglect. County-by-county statistical findings are presented comparing available data since 1988, as well as narratives explaining improving measures and deteriorating measures. Economic findings show decreased enrollment in ANFC and Food Stamp programs, while the number of new families at risk has increased. Positive health and safety findings include more use of early prenatal care and decreased infant mortality, births to teens, rate of child and teen deaths, and child abuse and neglect rates. The rate of low birth weight babies and delinquent custody cases show increases. The data book concludes with notes on statistics, methodology, and acknowledgments. (SD)

ED 463 851   PS 030 266

Coffin, Linda
Minnesota Kids: A Closer Look. 2002 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 02
NOTE- 261p.; For 2001 Data Book, see ED 450 914. Distributed by Congregations Concerned for Children - Child Advocacy Network, Joint Religious Legislative Coalition.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; *Counties; Crime; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Foster Care; Homicide; Incidence; Lunch Programs; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Student Mobility; Suicide; Tables (Data); *Trend Analysis; Violence; Welfare Recipients; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Child Mortality; *Indicators; *Minnesota; Out of Home Care; School Lunch Program

This KIDS COUNT data book examines trends in the well-being of Minnesota's children. The statistical portrait is based on 11 indicators of child well-being: (1) children living in poverty; (2) children in families receiving food stamps; (3) children receiving free or reduced-price school lunch; (4) children born to teenage mothers; (5) children born at low birthweight; (6) children transferring schools; (7) children not graduating on time; (8) children arrested for serious crime; (9) children meals program participation); and (5) healthy and safe behavior (teen births, teen chlamydia infection rate, teen smoking, overweight youth, physical exercise, seat belt usage, and unlawful drug use). Following introductory remarks, the first section of the report provides demographic information at the county and state level and information on child well-being "at a glance." The bulk of the report presents state and county level information on the above indicators. The report's final section details findings on selected health and safety issues for 61 small areas within the state. Among the findings, positive trends are noted for child dental treatment, children with health insurance, quality child care availability, substance abuse offenses, violent crime offenses, teen smoking, and seat belt usage. Negative trends are noted for prenatal care, low birthweight infants, infant mortality, child abuse, suicide deaths, and domestic violence cases. (KB)

ED 463 869   PS 030 284

Malcolm, Heather; Wilson, Valerie; Davidson, Julia
Out of School Care: A Brief Review of the Literature. SCRE Research Report.
SPONS. AGENCY- Scottish Executive Education Dept., Edinburgh.
PUB DATE- 02
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *After School Education; *After School Programs; *Children; Educational Policy; Elementary Education; Foreign Countries; Literature Reviews; Program Descriptions; Program Effectiveness; *School Age Day Care
IDENTIFIERS- Before School Programs; Scandinavia; United Kingdom; United States

Noting the increasing use of out of school care (school-age care outside of normal school hours) in Scotland, this report reviews research on : care-focused provision and study support. Considered in the review were 33 reports referring to work in the United Kingdom, 3 referring to Scandinavian practice, and 1 report on U.S. research. The report examines what out-of-school care is, who provides it, who uses it, the benefits for children and their parents, and implications for Scottish education. The report notes that care-focused programs offer a wide range of play activities, while study support activities vary widely. The largest single provider of out-of-school child care were voluntary sector organizations. Out-of-school child care costs and staffing levels varied widely. Schools provided most of the study support programs and typically employed a project manager and staff from the schools involved, in addition to other teachers and non-school staff. Parents who used care-focused provision tended to work or study full- or part-time. Some study support programs were targeted for students with special needs. A major benefit of care-focused provision was that it enabled parents to enter or extend work or training. Evidence of benefits from study support programs was inconclusive, with many programs not evaluated and others manifesting problems of selection bias. Claims for benefits related mostly to personal and social development rather than to academic performance. A range of different services were provided across the European Union, with publicly-funded school-age child care rarely offered, except in Denmark and Sweden. The report concludes with acknowledgement that little is known about the quality of out-of-school child care and that

Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 2 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Language Arts in Language Programs (Immersion and Bilingual)"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Information and Communication Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Language Programs and Courses Other Than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 463 888   PS 030 324

Ce que mon enfant apprend a l'ecole. Manuel a l'intention des parents, 2001-2002: Troisieme annee (What My Child Learns in School. Curriculum Handbook for Parents, 2001-2002: Grade 3).
PUB DATE- 01
NOTE- 36p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series in English, one set for public schools and one set for Catholic schools. For the 2001-2002 public school series, see ED 461 426-436. For the 2001-2002 Catholic school version, see PS 030 167-177.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 3; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Primary Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Noting that parents are vital partners in the educational system, this French-language handbook provides parents with information about the Grade 3 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 3 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Language Arts in Language Programs (Immersion and Bilingual)"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Information and Communication Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Language Programs and Courses Other Than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 463 889   PS 030 325

Ce que mon enfant apprend a l'ecole. Manuel a l'intention des parents, 2001-2002: Quatrieme annee (What My Child Learns in

*Employment Qualifications; *Entry Workers; Industrial Training; Information Technology; Job Skills; Labor Force Development; Literature Reviews; *Manufacturing Industry; Needs Assessment; Postsecondary Education; School Business Relationship; Secondary Education; Technological Advancement; Technological Literacy; *Technology Education; Trend Analysis; *Vocational Education; Work Environment

The capabilities expected of technological workers upon entry into employment were examined. Data were collected through a review of the pertinent literature and an in-person, instrument-guided interview survey of a representative sample of representatives of approximately 250 manufacturing enterprises in nine sectors. The literature review revealed six trends that led to the following conclusions: (1) recognition of the need to change from the "business as usual" mode is increasing; (2) workers are being expected to have a polyvalent arsenal of skills; (3) new forms of enterprise (work organization and hierarchy) are evolving and becoming more significant than the preceding forms; and (4) there is much confusion, fear, and tension among the workforce. According to the interviews, the extent to which the three core technologies were used in enterprises were as follows: communication and information technology, 48%; energy and power technology, 14%; and materials and processing technology, 38%. Although the employers considered foundational technological skills important, they did not consider them as important as employability and basic skills. There was little call for machine- and company-specific skills. Of the various additional targeted competencies deemed necessary, computer skills were the most frequently mentioned. (Ten figures are included. (Contains 19 references.) (MN)

ED 463 404   CE 082 482

Best Practices in School-to-Careers: The Automotive Industry.
PUB DATE- 01
NOTE- 21p.; For other "Best Practices in School-to-Careers" booklets, see ED 451 348-351 and CE 082 483-484.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; *Auto Mechanics; Career Awareness; Career Education; *Career Exploration; *Education Work Relationship; Educational Practices; Educational Resources; Glossaries; Guidelines; Integrated Curriculum; Internship Programs; Job Shadowing; Job Skills; Mentors; National Standards; *Partnerships in Education; Postsecondary Education; Program Descriptions; School Business Relationship; Secondary Education; Student Certification; Tech Prep; *Trade and Industrial Education; Work Experience Programs
IDENTIFIERS- Automobile Industry; National Employer Leadership Council; National Institute Automotive Service Excellence

This document highlights the school-to-careers (STC) partnerships connecting workplace experiences to classroom learning to prepare students for successful employment in the automotive industry. First, the current state of the automotive industry is reviewed and the role of STC in addressing automotive service needs is explained. Next, the National Institute for Automotive Service Excellence's skill certification standards for eight specific areas of the automotive industry are discussed. The following programs are profiled: Automotive Youth Educational Systems (AYES) (an automotive industry effort integrating a standards-based high school curriculum with a practices. The following chapters are included: "Introduction" (Pat Campbell); "A Personal Journey into Participatory Education" (Virginia L. Sauve); "Naming, Making, and Connecting--Reclaiming Lost Arts: The Pedagogical Possibilities of Photo-Story Production" (Deborah Barndt); "Participatory Literacy Practices: Exploring Pedagogy" (Pat Campbell); "'Why Would They Listen to Me?': Reflections on Learner Leadership Activities" (Jenny Horsman); "Getting Our Own Education: Peer Tutoring and Participatory Education in an Adult Literacy Center" (Mary Norton); "Power and Program Planning in a Community-Based Context" (Sue M. Scott and Margo Schmitt-Boshnick); "Strategic Planning in Rural Town Meetings: Issues Related to Citizen Participation and Democratic Decision Making" (Jeff Zacharakis-Jutz); "A Collaborative Committee Process in the Workplace" (Mary Ellen Belfiore and Sue Folinsbee); "Participatory Workplace Education: Resisting Fear-Driven Models" (Andrea Nash); "From Where We Live, How Far Can We See?" (Gary Pharness); "Learning Democracy/Democratizing Learning: Participatory Graduate Education" (Elena Bront de Avila, et al.); "Possibilities for Participatory Education through Prisoners' Own Educational Practices" (Howard S. Davidson); "'Yes, but...': Problematizing Participaory ESL Pedagogy" (Elsa Auerbach); and "The Many Faces of Participatory Adult Education" (Barbara Burnaby). Each chapter includes a list of references. (KC)

ED 463 420   CE 083 007

Peyton, Tony; Wheeler, Mary Gwen; Dalton, Debbie
States Can Use Family Literacy Programs To Support Welfare Reform Goals. Issue Brief.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 10p.; Largely excerpted from "Family Literacy Guide to Welfare Reform" (ED 419 089).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Educational Needs; Employment Programs; *Family Literacy; Family Needs; Federal Legislation; *Federal Programs; Intergenerational Programs; *Literacy Education; Outcomes of Education; Primary Education; State Federal Aid; State Regulation; *Welfare Recipients; *Welfare Reform; *Welfare Services
IDENTIFIERS- Welfare to Work Programs

Studies have shown an inextricable link between under-education and chronic, intergenerational welfare dependency. With welfare reform focusing on moving individuals into the workforce more quickly, state welfare reform efforts to assist low-income parents and their children are needed. Incorporating family literacy instruction into welfare-to-work programs is one of the strategies that states can use. Family literacy facilitates the transition from welfare to work, raises rates of adult employment and child school readiness, improves children's learning, and can help welfare recipients get and keep jobs. States can implement the following activities that tie family literacy to welfare-to-work programs: (1) define family literacy as an allowable activity under the state's work requirements; (2) have family literacy instructors serve as case mangers; (3) add family literacy programs to the post-employment support system; (5) use existing resources to support family literacy programs; (6) use block grant funds to

Government Role; Government School Relationship; Job Training; Postsecondary Education; Secondary Education; *Student Certification; Unemployment; *Vocational Education
IDENTIFIERS- *Italy

This monograph describes the Italian initial and continuing vocational education and training (VET) system and its qualitative and quantitative development. Chapter 1 outlines the general context of the VET system--both institutions and social and economic aspects. It provides facts and figures on such topics as demographic trends in Italy, the rates of employment and unemployment (with a breakdown of the major geographical areas), and the migration process. Chapter 2 describes the institutional framework of the VET system, a highly structured system that is the product of Italy's historical development and a division of responsibilities between the state and regions. Chapter 3 describes the structure and quantitative aspects of the system as embodied in its laws and regulations. It sets out facts and figures on the VET system under regions and the vocational education system under the Ministries of Education and of Universities and Scientific and Technological Research. Chapter 4 describes expenditures on training, including spending on public and private VET from various sources. Chapter 5 analyzes these qualitative aspects of relevance to the VET system: certification procedures, guidance, and training of trainers. Chapter 6 looks at innovations occurring in the Italian system. Appendixes include lists of acronyms and abbreviations and a glossary. (Contains 59 references). (YLB)

ED 463 438   CE 083 107

Moses, Barbara
The Good News about Careers: How You'll Be Working in the Next Decade.
PUB DATE- 00
NOTE- 226p.; Originally published by Stoddart Publishing Co. Limited, 1999.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adjustment (to Environment); Administrators; Adult Education; Age Differences; Career Change; *Career Development; Career Education; Career Planning; Change Strategies; Children; Communication Skills; Competence; Elementary Secondary Education; *Employer Employee Relationship; *Employment Patterns; Employment Practices; Employment Qualifications; Futures (of Society); Job Satisfaction; Job Search Methods; Lifelong Learning; Marketing; Mentors; Middle Aged Adults; Networks; Organizational Climate; Personality Traits; Quality of Working Life; Self Actualization; *Self Evaluation (Individuals); Social Support Groups; Strategic Planning; Supervisor Supervisee Relationship; Supervisors; Temporary Job Coaches; Person Environment Fit
IDENTIFIERS- Job Coaches; Person Environment Fit

This book provides practical strategies and techniques that everyone can use to increase their marketability and personal satisfaction in today's world of work. The following are among the topics discussed: (1) the new workplace (the cult of busyness; the new obsession with work; living and working in a world of temporary employment; being a player; the importance of vacations; and why the grass isn't always greener nonindigenous people in Australia's VET system specifically, from the standpoints of completion rates and levels of training undertaken continue to exist. The number of non-English-speaking students in VET has risen by 14.1% since 1997. The percentage of disabled individuals enrolled in VET continues to remain lower than that of the general population. (Contains 12 tables and 4 figures.) (MN)

ED 463 455 CE 083 148

Vocational Education and Training: Programs and Outcomes. An Overview. Australian Vocational Education & Training Statistics, 2000.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 02
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; Community Education; Course Selection (Students); *Education Work Relationship; Educational Trends; Employment Level; Employment Patterns; *Employment Qualifications; Enrollment; *Enrollment Trends; Foreign Countries; Full Time Students; Nontraditional Students; Off the Job Training; *Outcomes of Education; Part Time Students; Postsecondary Education; Private Schools; Public Schools; Rural Areas; Secondary Education; *Student Characteristics; Trend Analysis; Unemployment; Urban Areas; *Vocational Education
IDENTIFIERS- *Australia; Australian Qualifications Framework; National Training Packages (Australia); TAFE (Australia)

In the year 2000, approximately 1.75 million Australians (13.2% of the country's population) undertook some form of vocational education and training (VET). Of all VET students, 75.5% undertook training with Technical and Further Education (TAFE) and other government providers versus 13.0% with community providers and 11.5% with other registered providers. Approximately 15% of Australia's VET students were apprentices enrolled in VET courses for off-the-job training. Most (91.3%) students studied part time. The most popular courses were from the business, administration, and economics field of study, attracting 20% of all VET students. The majority of students (65.4%) also undertook courses leading to a qualification recognized under the Australian Qualifications Framework (AQF), with nearly two-thirds of them undertaking a course leading to an AQF certificate III or higher. Nearly 90% of VET subject enrollments that were assessed resulted in a successful outcome. The percentages of TAFE graduates by employment status before and after training as of 2001 were as follows: working (full or part time), 66.6% before and 73.4% after; unemployed (looking for work), 13.5% before and 11.9% after; and not in the labor force, 14.1% before and 14.2% after. The data indicate that VET training may help students advance in their careers or move to new occupations. (Contains 9 figures and 3 tables.) (MN)

ED 463 456 CE 083 149

Goozee, Gillian
The Development of TAFE in Australia. 3rd Edition.
PUB DATE- 01
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

This fact sheet uses treatment records from the Division of Alcohol and Substance Abuse, in conjunction with records from the Washington State Patrol to examine the criminal justice involvement of persons before and after treatment for substance abuse. The study population was 10,284 clients between the ages of 18 and 64, who began and ended publicly-funded treatment in 1995. Figures were obtained for number of arrests for any offense in the year before and after treatment. A 21% decline was noted in the number of arrests following treatment. Also, a decline of 33% was noted for felony offenses in the year after treatment. The analyses presented provide support for the theory that treatment can reduce the impact of substance abuse on the criminal justice system. (JDM)

ED 463 476 CG 031 637

Kauffman Teen Survey. An Annual Report on Teen Health Behaviors: Use of Alcohol, Tobacco, and Other Drugs among 8th-, 10th-, and 12th-Grade Students in Greater Kansas City, 1991-92 to 2000-01.
PUB DATE- 02
NOTE- 50p.; Cover title varies. Data analyzed and interpreted by the Resource Development Institute.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Drinking; *Drug Use; *Health Behavior; Marijuana; Public Schools; Secondary Education; Smoking; Student Behavior; Student Surveys; *Substance Abuse; *Trend Analysis
IDENTIFIERS- Kansas City Public Schools MO

The Ewing Marion Kauffman Foundation began surveying Kansas City area teens during the 1984-85 school year. The Kauffman Teen Survey now addresses two sets of issues for teens. Teen Health Behaviors, addressed in this report, have been a focus of the survey since its inception. The report focuses on teen use of alcohol, tobacco, and other drugs in the 2000-01 academic year. This report provides current and historical information about the usage rates of alcohol, tobacco, marijuana, and other substances, as reported by teenagers who attend greater Kansas City are public schools. Students in 8th-, 10th-, and 12th-grade are asked to complete surveys to report how often they use a variety of drugs. It is encouraging to note that a number of decreases in the usage rates of specific substances appeared between the academic years 1999-2000 and 2000-01, and that both the number and size of increases in usage rates were low overall. (GCP)

ED 463 477 CG 031 638

Harun, Lily Mastura Haji
Rural Social Setting: A Denominator in Functional Self-Concept, Family Concept, and Family Interaction.
PUB DATE- 02
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Coping; *Environmental Influences; *Family Relationship; Foreign Countries; Predictor Variables; *Rural Environment; *Self Concept; Urban Environment; Well Being
IDENTIFIERS- Dysfunctional Behavior; Dysfunctional Family; Malaysia

Rurality has often been equated as to being backwards and non-

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Records; Confidential Records; *Confidentiality; Elementary Secondary Education; Human Services; Laws; *School Counseling; *Student Records; Training

When determining eligibility for certain services and providing needed and appropriate resources, human service agencies and education institutions often require that children and families share very private information about themselves. Laws and statutes are in place to protect the privacy of these individuals and to ensure that this information is released only when necessary. This quick training aid presents a brief set of resources to guide those providing an in-service training session on confidentiality. The packet contains a brief introduction to the topic with key talking points, fact sheets and guidelines, tools and handouts, and a directory of additional resources. (GCP)

ED 463 499 CG 031 665

Bullying Prevention. A Center Quick Training Aid.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 02
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bullying; *Educational Environment; Elementary Secondary Education; *Prevention; Program Descriptions; School Responsibility; School Safety; Training; Violence

Bullying is by far the biggest violence problem on many school campuses in many countries. As with other forms of violence, the conditions at school seem to play a role in minimizing or exacerbating bullying. Schools need to create caring, supportive, and safe environments and a sense of community in order to reduce violence and promote well-being. This quick training aid presents a brief set of resources to guide those providing an in-service training session on bullying prevention. The packet contains a brief introduction to the topic with key talking points, fact sheets, tools and handouts, and a directory of model programs and additional resources. (GCP)

ED 463 500 CG 031 666

Financing Strategies To Address Barriers to Learning. A Center Quick Training Aid.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 02
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Parental Involvement in Reading Development.
PUB DATE- 02
NOTE- 62p.; Master of Arts Thesis, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Family Influence; Grade 1; *Parent Participation; Primary Education; *Reading Aloud to Others; *Reading Improvement; Reading Motivation; Reading Research; Reading Skills

Research indicates that parental involvement in activities that support academic areas is directly correlated with reading achievement and development. This study stresses the importance of reading aloud to your child, the connections between reading aloud at home and at school, the value of implementing hands-on literacy based activities that integrate across the curriculum, and the impact of a good parent-teacher partnership. The study took place over a six-week intervention period for 20 interested first grade students and their parents/guardians. The participants were able to listen to a story which was read aloud, complete accompanying hands-on activities, and share feelings and attitudes in the "Author's Chair," in order to enhance reading and language development and skills. The results have indicated that through the family literacy intervention, the children's reading skills have improved, as well as the enhancement of their interest in reading and completing literacy based activities. (Contains 105 references and 3 tables of data. Appendixes contain pre- and posttest questionnaires in English and Spanish , and a book report worksheet.) (Author/RS)

ED 463 521 CS 510 846

Reading Recovery R in Maine, 1991-94: State Report.
PUB DATE- 94
NOTE- 29p.; Published by University of Maine Center for Reading Recovery.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Intervention; Grade 1; Primary Education; Professional Development; Program Evaluation; Program Implementation; Public Schools; *Reading Difficulties; *Reading Instruction; *Remedial Instruction; State Programs
IDENTIFIERS- Clay (Marie); *Maine; *Reading Recovery Projects; State Role

Reading Recovery is an early intervention program that helps low-achieving first-grade children to become independent readers who need no further remediation. Reading Recovery was introduced by Marie M. Clay who, in the mid 1970s, developed procedures with teachers and tested the program in New Zealand. In 1984, the success of the program in New Zealand led researchers at Ohio State University to introduce Reading Recovery to the United States. In February of 1990, Kathryn Manning, consultant to the Maine Department of Education, organized a group of 26 Maine educators to go to Ohio to see Reading Recovery teacher training in action. In the school year 1990-91, Maine teachers began to be trained in Reading Recovery. This state report delineates the implementation of Reading Recovery in Maine schools from 1991-94. The report is divided into the following sections: What Program Participants Say; Program Overview; Program Evaluation Results; Program content preview (CP). Using 8th grade students, the results indicated the CP groups equaled the reading only control groups in recall of the major phrases of the narrative as well as other passage information. As expected, however, the SI groups significantly exceeded the CP groups and the control groups on both aspects of passage recall. It is argued the superiority of the Story Impressions method could be due to its having induced the three fundamental processes that constitute reading comprehension according to Gernsbacher's (1990) "Structure Building Model" and the concomitant "generative learning effect" (Wittrock, 1989) so produced. Appendixes include story impressions and content preview for the text passage "Luther Burbank." (Contains 47 references and 4 tables.) (Author/RS)

ED 463 542 CS 510 887

Kohn, Terry M.
An Investigation into the Awareness among High School Teachers of Boys' Reading Preferences and an Analysis of the Required Reading of Boys in the Lower Track.
PUB DATE- 02
NOTE- 59p.; Master of Arts Theses, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- High School Students; High Schools; Low Achievement; *Reading Attitudes; *Reading Interests; *Reading Materials; *Reading Motivation; Reading Research; *Recreational Reading; Secondary School Teachers; *Sex Differences
IDENTIFIERS- *Literary Canon; New Jersey

Research into the reading preferences of boys and girls has shown that there is a difference between the two sexes regarding the type of literature they enjoy reading. These preferences begin at an early age and continue on throughout their school careers. The purpose of this study was to determine if high school teachers are aware of these different preferences, and also to examine the types of books that make up the required reading of male students in the lower track. These books were analyzed for the characteristics that appeal to boys. The study was conducted in a suburban high school in New Jersey. In this high school, it was found that all of the teachers are aware of the differences in reading preferences of boys and girls. An examination of the required texts in one school's curriculum, however, revealed that few of the books had characteristics of reading material that have been found to be motivating to boys. Implications of these findings are presented. (Contains 90 references and a table of data. Appendixes contain the survey instrument, a checklist, and a list of canonical literature.) (Author/RS)

ED 463 543 CS 510 888

Blackmore, Heather L.
Comprehension Promotes the Retention and Utilization of Literary Writing Techniques.
PUB DATE- 02
NOTE- 64p.; Master of Arts Thesis, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 5; Instructional Effectiveness; Intermediate

13 references. Appendixes contain a sample instructional letter-writing format; a class exercise on letter-writing form; an example of a problem-solving situation; a mini-lecture on resume/curriculum vitae writing; a form for taking notes during the mini-lecture; and a list of employment interview questions used during a student simulation.) (Author/RS)

ED 463 562 EA 031 177

Schleisman, Jane L.; Peterson, Kristin A.; Davison, Mark L.
Back to the Basics: An Investigation of School- and District-Level Remediation Efforts Associated with Minnesota's Basic Standards for High School Graduation.
SPONS. AGENCY- Minnesota State Dept. of Children, Families, and Learning, St. Paul.
PUB DATE- 01
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Basic Skills; Educational Legislation; *Remedial Instruction; Secondary Education
IDENTIFIERS- *Minnesota

This report describes an investigation of the types of additional instructional opportunities and remediation efforts provided by Minnesota schools and districts for students who do not initially meet basic skill requirements in reading and/or mathematics in eighth grade. Primary research questions included: What additional instructional opportunities did schools and districts offer for these students? and What are some of the ways in which Basic Standards legislation has altered education in Minnesota? Findings from interviews with educators show that schools and districts are placing an increased focus on the teaching and learning of basic skills and that they offer several categories of additional instruction to students. Study results show that schools and districts are working to help students master the reading and mathematics proficiencies tested on the Basic Skills tests. Data, however, are still lacking for evaluating the effectiveness of these opportunities. Further investigations could help schools and districts to identify the best way of assisting students experiencing difficulty in mastering basic skills in reading and mathematics, and permit schools and districts to address remediation issues from a position supported by solid data. An appendix contains the interview protocol, and eight tables describe remediation efforts implemented in different districts. (Contains 31 references.) (RT)

ED 463 563 EA 031 485

Lumsden, Linda
Preventing Bullying. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.; Digest number 155.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Antisocial Behavior;

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board Administrator Relationship; *Boards of Education; Elementary Secondary Education; *Superintendents

The relationship between the superintendent and board of education has a significant impact on the quality of a district's educational program. This conceptual paper explores the implications of three distinct trends for that relationship: (1) changing demographics; (2) changes brought about by school reform; and (3) changes in superintendents themselves. The heart of this paper explores the impact of these trends on superintendent-board relationships in the future. After examining current research on superintendent-board relations, the paper considers recent demographic trends and speculates whether changing demographics would alter, in any substantive way, relations between superintendents and boards of education. In a similar vein, how do reforms such as the development of more comprehensive accountability systems (often tied to performance or merit pay for administrators) and changes in school governance models (such as the Chicago model) impact the relationship between superintendents and their school boards? Finally, how do changes in superintendents themselves--in their training and work experiences--affect their relations with school boards? Essentially, the authors ask whether any of these changes will influence or alter relations between superintendents and school boards and, if so, in what way? The essay concludes by posing a series of "Interesting Questions" meant to stimulate discussion and further research into board-superintendent relations. (Contains 49 references.) (RT)

ED 463 584 EA 031 583

Nestor-Baker, Nancy; Tschannen-Moran, Megan
Tacit Knowledge in Trust Development: First Year Efforts of Two Newly-Hired Superintendents.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Cincinnati, OH, November 2-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board Administrator Relationship; Cognitive Structures; Elementary Secondary Education; Incidental Learning; Interpersonal Competence; Intuition; Observational Learning; Prosocial Behavior; Skills; *Superintendents; *Trust (Psychology)

Most people know much more than they can communicate because their personal knowledge is so thoroughly grounded in experience that it cannot be expressed in its fullness. This study examines how two superintendents used tacit knowledge to build shattered trust in their school boards. Trust is first examined as a multifaceted aspect of human conduct. It is a complex construct in which willingness to risk vulnerability, confidence, benevolence, reliability, competence, honesty, and openness play significant roles. Tacit knowledge is then considered as a manifestation of practical intelligence, encompassing interpersonal and intrapersonal skills, and insight into goal achievement. The two superintendents were interviewed, and the resulting information was coded for subsequent statistical analysis. Results show that the

This report presents guidelines for secondary school principals for including students with disabilities in large scale educational assessments. In the summer of 2001, a focus group of 13 administrators were brought together to share these promising practices for ensuring that students with disabilities participate in state and district-wide assessments of achievement and that their scores be counted in reform efforts. The guidelines include: (1) put curriculum at the center of all efforts by setting high academic expectations for students with disabilities, encouraging personnel to view the general curriculum as serving all students, and providing professional development on meeting diverse students' needs; (2) help school personnel and parents understand assessment accommodations, affirm that accommodations are acceptable, and encourage school personnel to consider first accommodations that enable self-sufficient performance by the students; (3) monitor alternative assessments, provide professional development about alternative assessments, and encourage best practices to be used; and (4) use assessment results to improve school practices by analyzing performance gaps between special and general education students and aligning funding, resources, and staffing to leverage student outcomes school wide and district wide. Individuals with Disabilities Education Act regulations pertaining to student participation in large scale assessments are provided. (CR)

ED 463 604 EC 308 894

Wilson, Jeni; Shrimpton, Bradley
Managing Diversity: Reflections of Tourette Syndrome Sufferers.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Second National Conference on Reconciliation, Multiculturalism, Immigration and Human Rights (Geelong, Victoria, Australia).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Learning Problems; *Neurological Impairments; Parent Teacher Cooperation; Peer Relationship; *Self Concept; Self Control; Self Management; *Student Characteristics; Symptoms (Individual Disorders); *Teacher Student Relationship
IDENTIFIERS- Australia; *Tics; *Tourette Syndrome

This paper discusses a study that investigated the management of Tourette Syndrome (TS), particularly how self-reflection and instruction affects the frequency of TS behaviors. The study included 3 girls and 24 boys (ages 7-17) with TS from Victoria and New South Wales, Australia. When students were asked to indicate their general self-image and their self-image when experiencing tics, the majority of students indicated their general feelings of self-worth declined from good or above to just under two-thirds rating their feelings as either low or good/low during tic episodes. Most respondents described their initial feelings about life with TS as negative, but overall predications of life in the future are more positive. Twelve of the students reported they felt they were treated the same as others by teachers and other students. Of the 15 students who said they were treated differently at school, many commented on their advantaged treatment by teachers. Seventeen students reported various effects that TS had on learning, including reduced concentration and obsessive thoughts. Self-management tips identified by students included covering up their tics, thinking about them, and disguising the tics. Factors

NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Behavioral and Social Sciences (Las Vegas, NV, January 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care; Inclusive Schools; Interaction Process Analysis; Interpersonal Competence; Motor Development; *Peer Relationship; Play; Preschool Children; Preschool Education; *Role Playing; *Severe Disabilities; *Social Development; *Social Integration

This study assessed the effects of social interaction with nondisabled peers on the motor and social responses of two preschool children with severe disabilities in separate inclusive child care settings. A multiple baseline design across motor response was used to assess the effects of the peer training intervention. Peer training included direction and explanation, role play with trainer, role play with other peers, role play with puppets, and games modified to be affection activities. The children with disabilities showed overall increases in targeted motor responses, maintenance of social and motor behaviors, as well as generalization of social behavior to peers who were not trainers. This investigation provides evidence that when encouraged by peers, young children with severe disabilities can improve motor responses and that the opportunity for motor as well as social development exists in the typical play and socialization experiences found in child care settings. (Author/DB)

ED 463 624 EC 308 922

Lombardi, Thomas P.; Lombardi, Estelle J.
Assessing Special Education in Portugal and the United States: A Comparative Study.
PUB DATE- 02
NOTE- 8p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (New York, NY, April 3-6, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Cross Cultural Studies; *Disabilities; Educational Finance; Elementary Secondary Education; Financial Support; Foreign Countries; Individualized Education Programs; Paraprofessional School Personnel; *Special Education; *Teacher Attitudes; Teacher Education
IDENTIFIERS- *Portugal; United States

A survey investigated special educators' and special education administrators' perceptions of special education within Portugal. Using a 4-point Likert scale, a 15-item questionnaire written in Portuguese was given to 106 participants attending inservice training in Benavente and Seixal, Portugal. Items dealt with attitudes, money, support, curriculum, and preparation. The same questionnaire was given to 107 special educators and administrators from West Virginia, Ohio, Maryland, and Pennsylvania. Results from the questionnaires indicate that the Portuguese administrators' attitudes, teachers' attitudes, development of Individualized Education Programs (IEPs), classroom management, and implementation of the IEP were rated highest, although all were within the "fair" categorical range. The lowest Portuguese scores were for monetary support, number of related services, number of classroom aides, community support, and number of special

Scotland, July 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Awards; Design Requirements; Educational Facilities; *Educational Facilities Design; Educational Facilities Planning; Elementary Secondary Education; Facility Requirements; *Facility Utilization Research
IDENTIFIERS- Post Occupancy Evaluation

Over the past decade, thousands of new school buildings and renovations have been planned, designed, and constructed in the United States. Of these, only a small fraction will ever be evaluated against the educational needs of students and teachers. This paper reflects on the state of post-occupancy evaluation (POE) in the practice of educational facility design in the United States within the context of the "School Construction News/Design Share Awards 2000" program. This program openly invited submissions while encouraging, but not requiring, a post-occupancy evaluation be conducted on a newly designed and occupied facility. One of the objectives of the program is to encourage and publicize nationally the value of conducting POEs. Three POEs received honor, merit, and citation awards: Davidson Elementary School in Davidson, North Carolina; Central Tree Middle School in Rutland, Massachusetts; and Indian Trail Elementary School in Canal Winchester, Ohio. The paper provides a description and a comparative analysis of the methods used in each POE, a summary of jury comments, and recommendations for the refinement of the awards program in promoting the POE. (Appendices contain a question form for conducting a POE, and a list of the 2000 jury members. (Contains 17 references.) (Author/EV)

ED 463 647 EF 006 080

Reducing Lead in Drinking Water: A Manual for Minnesota's Schools.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; Child Safety; *Drinking Water; Elementary Secondary Education; Hazardous Materials; Lead Poisoning; *School Safety; Schools; Water Quality; Water Treatment
IDENTIFIERS- *Lead (Metal); Minnesota

This manual was designed to assist Minnesota's schools in minimizing the consumption of lead in drinking water by students and staff. It offers step-by-step instructions for testing and reducing lead in drinking water. The manual answers: Why is lead a health concern? How are children exposed to lead? Why is lead a special concern for schools? How does lead get into drinking water? How much lead in drinking water is too much? and What can be done to reduce lead levels in drinking water? This last question includes discussion of legal background and requirements, testing for lead in school drinking water, flushing taps, testing taps, flushing and retesting, other corrective actions, and reassessment. (Contains a glossary. Appendices contain a list of Minnesota laboratories certified to analyze lead in drinking water, and a lead testing record form. Also contains a list of other

PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Applied Linguistics (St. Louis, MO, February 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bidialectalism; *Bilingual Education; Cultural Differences; Cultural Influences; *Culturally Relevant Education; Elementary Secondary Education; Foreign Countries; Higher Education; *Indigenous Populations; *Regional Dialects
IDENTIFIERS- *Aboriginal Australians; Australia

This paper argues that if bidialectal education is to be seriously contemplated for Aboriginal Australians, it should be considered with more than the surface structures of dialectal difference. Bidialectal education programs must be underpinned by an understanding of the meanings carried by Aboriginal English and the processes of interpretation that Aboriginal English speakers are likely to bring to standard English. The paper summarizes work done at Edith Cowan University, Australia, related to bidialectal education, explaining that the university uses the catchphrase "the ABCs of bidialectal education" to refer to three elements that are essential in a comprehensive bidialectal education program: A (Accept Aboriginal English), B (Bridge to standard English), and C (Cultivate indigenous ways of approaching experience and knowledge). This paper focuses on cultural imagery, which constitutes the mental images that, for people in a culture, comprise the world that they respond and relate to both in language and in other social behavior. After describing cultural imagery and bidialectal Aboriginal Australians and discussing research approaches to cultural imagery, the paper presents four initiatives, including the following: revitalizing standard English, exploiting cultural schemas, employing bidialectal communication tasks, and making instruction more comprehensible for dialect speakers. (Contains 16 references.) (SM)

ED 463 668 FL 027 231

Westin, Susan S.
Foreign Languages: Workforce Planning Could Help Address Staffing and Proficiency Shortfalls. Testimony before the Subcommittee on International Security, Proliferation, and Federal Services, Committee on Governmental Affairs, U.S. Senate.
PUB DATE- 02
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Learning; *Federal Government; Government Employees; Interpreters; *Language Proficiency; Language Skills; *Language Teachers; *Military Personnel; Second Language Learning; *Second Languages; Strategic Planning; Translation
IDENTIFIERS- Army; Central Intelligence Agency; Department of State; Federal Bureau of Investigation

This statement examines the nature and impact of foreign language proficiency and personnel shortages in the Army, State Department, Central Intelligence Agency, and Federal Bureau of Investigation (FBI), discussing strategies used to address these shortages and efforts made to address current and

Workers in the Digital Age. EDUCAUSE Leadership Strategies. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 02
NOTE- 146p.; Sponsored by PricewaterhouseCoopers.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Colleges; *Faculty Recruitment; Higher Education; Human Resources; *Information Technology; *School Role; *Skill Development; Training
IDENTIFIERS- Knowledge

This book addresses the dual role played by colleges and universities that must recruit, hire, and train knowledge worker professionals and education information technology (IT) learners to manage the flow of information. Part 1, The Context, contains these chapters: (1) The Supply of IT Workers in the United States (William Aspray and Peter A. Freeman); (2) Information Technology Jobs and Skill Standards (Neil Evans); and (3) IT Fluency: What Is It, and Why Do We Need It? (Herbert S. Lin). Part 2, Campus Challenges and Solutions, contains: (4) Campus Human Resource Leadership: A Mandate for Change (Lauren A. Turner and Susan Perry); (5) Recruiting, Retaining, and Reskilling Campus IT Professionals (Allison F. Dolan); (6) Technology across the Curriculum: Information Literacy and IT Fluency (Anne Scrivener Agee and John G. Zenelis); (7) Economic Development Partnerships To Close the Gap (Annie Hunt Burriss and William H. Wallace, Jr.); and (8) Leadership Challenges for the Campus and the Profession (Brian L. Hawkins and Deanna B. Marcum). Each chapter contains references, and an index is included. (SLD)

ED 463 689 HE 034 808

Grix, Jonathan
Demystifying Postgraduate Research: From MA to PhD.
PUB DATE- 01
NOTE- 155p.; Published by the University of Birmingham Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Doctoral Dissertations; Graduate Students; *Graduate Study; Higher Education; *Research; Research Design; Research Methodology; *Supervisor Supervisee Relationship

Written for students on the threshold or in the early stages of a postgraduate degree, this book introduces the key tools and terminology of research, explains what to do before beginning a postgraduate research project, and suggests ways to arrive at a research question or hypothesis. The discussion also covers the student-supervisor relationship and provides other advice on progressing through the postgraduate research process. The chapters are: (1) The Nature of Doctoral Research; (2) The Nuts and Bolts of Research; (3) Getting Started; (4) Methods, Fieldwork, and Stages of Research; and (5) Supervision, the Viva and Other Matters of Importance. Appendixes contain a glossary and examples of reference systems. (Contains 4 figures and 80 references.) (SLD)

ED 463 690 HE 034 809

Honan, James P., Ed.; Rule, Cheryl Sternman, Ed.

consistency, a fit with existing resources, the avoidance of unreasonable program duplication, and compliance with equal opportunity obligations of state and federal law. The review of programs of low productivity in terms of degrees resulted in discontinuing 31 programs, continuing 108, and providing additional study of 29. Eleven appendixes provide graphs of data about academic programs in Maryland. (Contains 10 figures and 1 table.) (SLD)

ED 463 712 HE 034 835

O'Meara, KerryAnn
Scholarship Unbound: Assessing Service as Scholarship in Promotion and Tenure Decisions. Working Paper.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Higher Education; *Incentives; Personnel Policy; *Professional Services; *Scholarship; *School Culture

Scholars of higher education have long recognized that existing reward systems and structures in academic communities do not weight faculty professional service as they do teaching and research. This paper examines how four colleges and universities with exemplary programs for assessing services as scholarship implemented these policies within colleges of education. Attention was paid to the policies, procedures, outcomes, and elements of academic culture of these institutions. Case studies suggest that policies to assess service as scholarship can: (1) increase consistency among an institution's service mission, faculty workload, and reward system; (2) expand faculty views of scholarship; (3) boost faculty satisfaction; and (4) strengthen the quality of an institution's service culture. The experiences of these four institutions suggest lessons for academic leaders for assessing and rewarding service as scholarship for promotion and tenure. (Contains 111 references.) (SLD)

ED 463 713 HE 034 836

Initiation Rites and Athletics: A National Survey of NCAA Sports Teams. Final Report.
PUB DATE- 99
NOTE- 41p.; Funded by the Riedman Insurance Co., Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Athletes; *College Athletics; *College Students; *Hazing; Higher Education
IDENTIFIERS- *Initiation Rites

Alfred University conducted a national survey of college athletes, coaches, and staff members at National Collegiate Athletic Association (NCAA) institutions early in 1999 to determine the extent of hazing and initiation rites. A national random sample of 10,000 athletes was taken from a composite list of all athletes from 224 NCAA institutions that volunteered for the study. Response rates were 20 to 30%, and results for athletes are based on 2,027 respondents. Results suggest that more than a quarter of a million athletes experienced some form of hazing to join a college athletic team, and one in five was subjected to unacceptable and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Cooperative Learning; Distance Education; *Group Discussion; Higher Education; Intercollegiate Cooperation; Student Evaluation; Teacher Education; *Web Based Instruction; World Wide Web
IDENTIFIERS- Indiana University Bloomington; Indiana University Northwest; North Carolina Agricultural Technical State Univ

This paper describes the experiences of three university instructors facilitating computer-mediated communication among three teacher training courses at Indiana University, Bloomington and Northwest campuses, and North Carolina Agricultural and Technical State University. The project utilized AltaVista Forum (now SiteScape Forum), a World Wide Web-based discussion forum. The paper offers guidance in virtual collaboration. Main discussion points: include the project setting; development of a meaningful project; the importance of modeling behavior; training students on collaboration skills, benefits of using SiteScape Forum; assessment issues; flexibility; student feedback; and anticipating problem areas. (Author/MES)

ED 463 734 IR 021 153

Lea, Lucinda; Clayton, Maria; Draude, Barbara; Barlow, Sarah
Revisiting the Impact of Technology on Teaching and Learning at Middle Tennessee State University: A Comparative Case Study.
PUB DATE- 01
NOTE- 6p.; In: Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, TN, April 8-10, 2001); see IR 021 138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comparative Analysis; *Computer Uses in Education; *Educational Technology; Higher Education; Questionnaires; Student Surveys; Teacher Surveys
IDENTIFIERS- Middle Tennessee State University; *Technology Utilization

This paper reports on surveys of teachers and students at Middle Tennessee State University (MTSU) that examined the impact of technology on teaching and learning at. The first section describes the questionnaires, which focused on each population's perceptions and opinions about instructional technology, the frequency of use, projected use, and demographics. The second section provides an overview of the 2 initial surveys, i.e., a survey of MTSU faculty in 1998 and a survey of students in the spring term of 1999. The third section provides details about the follow-up studies conducted in the fall term of the year 2000 and the spring term of 2001. The two sets of results for each of the two populations are compared. (MES)

ED 463 735 IR 021 154

Van Eck, Richard
Promoting Transfer of Mathematics Skills through the Use of a Computer-Based Instructional Simulation Game and Advisement.
PUB DATE- 01
NOTE- 24p.; In: Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, TN, April 8-10,

IDENTIFIERS- *Digital Technology

The North Central Regional Educational Laboratory's (NCREL) "enGauge" is a Web-based framework that describes six essential conditions, or system-wide factors critical to the effective use of technology for student learning. In addition to the framework, the "enGauge" Web site includes an online survey instrument that allows districts and schools to conduct online assessments of system-wide educational technology effectiveness. This publication describes a set of 21st century skills that will be increasingly important to students entering the work force. These skills are not at odds with traditional educational skills, but are, in fact, extensions of those skills, adapted to new technologies and new work environments. The educational system will be challenged to encourage the development of these 21st century skills in relevant and meaningful ways. The publication consists of five main sections, following an introduction. The first section, "Digital-Age Literacy," discusses basic, scientific and technological literacies; visual and information literacies; and cultural literacy and global awareness. The second section, "Inventive Thinking," focuses on adaptability/ability to manage complexity; curiosity, creativity, and risk-taking; and higher-order thinking and sound reasoning. Section three, "Effective Communication," deals with teaming, collaboration, and interpersonal skills; personal and social responsibility; and interactive communication. The fourth section, "High Productivity," discusses the ability to prioritize, plan, and manage for results; effective use of real-world tools; and relevant, high-quality products. Section five, "Information Technology," identifies possible social effects with regard to information technology. Two other sections provide a brief summary and references. (Contains 43 references.) (AEF)

ED 463 754 IR 058 430

Kyrillidou, Martha, Comp.; Rodriguez, Ken, Comp.; Newton, Joanna, Comp.
ARL Preservation Statistics, 1995-96: A Compilation of Statistics from the Members of the Association of Research Libraries.
PUB DATE- 97
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; *Library Associations; *Library Services; *Library Statistics; Library Surveys; *Preservation; Questionnaires; *Research Libraries; Tables (Data)
IDENTIFIERS- *Association of Research Libraries; Canada; United States

This report presents data from 116 U.S. and Canadian research libraries that were members of the Association of Research Libraries (ARL) during the 1995-96 fiscal year. The 1995-96 Preservation Statistics questionnaire was designed to yield statistical information on the current level of preservation efforts in research libraries and on the key organizational, functional, and fiscal components that characterize preservation programs. "Part I: Summary Data Tables" displays the aggregated statistics describing the current level of preservation efforts in ARL libraries. The data tables contain statistics from all respondents for five major data categories, i.e., personnel, expenditures, conservation treatment, Integrated Postsecondary Education Data Base System (IPEDS) Finance Module to compare revenue and expenditure categories for fiscal years 1992-93 and 1996-97 for small, medium, and large rural community colleges using the typology of public community college developed by Katsinas and Lacey. To develop appropriate per student FTE data, institutions had to have responded to the IPEDS Fall Enrollment and Finance Modules for both years--83.5% did so in fiscal year 1993 and 84.3% in fiscal year 1997. The study found: (1) significantly higher expenditures per FTE student--nearly $2,500 higher for small rural community colleges; and (2) significant differences in the revenue patterns at rural community colleges, compared with the universe of public (including suburban and urban) community colleges. Rural community colleges received a much lower share of their total budgets from local sources, and are therefore more dependent upon state funding. The higher non-tuition related cost of attendance in rural areas restricts the ability of rural community colleges to compensate for the shortfall of state dollars from tuition. The study also found that in constant dollars, total revenue declined between fiscal year 1993 and fiscal year 1997, despite five of the best economic years for state budgets since the 1960s. Includes recommendations for state policy. Appended are ANOVA trials. (Contains 156 references.) (KP)

ED 463 774   JC 020 276

Rezabek, Roger Joseph
A Study of the Motives, Barriers, and Enablers Affecting Participation in Adult Distance Education Classes in an Iowa Community College.
PUB DATE- 99
NOTE- 246p.; Presented to University of Northern Iowa for Ed.D.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Adult Education; *Adult Students; Community Colleges; *Distance Education; *Enrollment Influences; *Student Attitudes; Student Educational Objectives; Student Motivation; Student Surveys; Two Year Colleges

This study explores the motives, barriers, and enablers that affect adult students in their decision to enroll in community college distance learning credit classes. Three methodologies were utilized: (1) an online focus group of adult distance learning and adult education experts to identify the main issues and questions to be used in interviews with distance students; (2) a questionnaire given to 210 adult distance-education students (average age 35); and (3) in-depth interviews of 23 adults distance-learning community college students in northeast Iowa. Results of the interviews showed that many factors contributed to students' decisions to enroll. The overriding motive for most was the opportunity to attain a degree and/or improve their career in a format that minimized the impact on their work and family life. Reported barriers to enrollment included lack of money, not enough time, lack of study skills, coursework too difficult, and nontraditional age. Factors that enabled students to enroll included financial aid, the proximity of a college center within a few miles, support and encouragement from others, a strong sense of determination or resiliency, and assistance and guidance received from college learning center staff. (Contains 7 tables, 3 figures, 62 references, and six appendices, including the survey instrument.) (KP)

Thai Ministry of Education to help form the East-West Consortium for Community College Development in Thailand. Recommendations from the workshop included plans for a U.S. community college training team to visit Thailand and help begin the development of a community college system. The workshop focused on the internal and external structure and management of U.S. community colleges as well as the philosophy, mission, vision, and values of different institutions. The workshop looked at the role of the federal government in higher education and the roles and impact of national educational associations. The report also addresses how accreditation standards for community colleges are established, evaluated, and met. U.S. community college representatives emphasized that the strength of community colleges was their commitment to affordable, flexible, community, and industry-based programming and services. The Thai government plans to develop community colleges in all 10 provinces of the country. Development of future articulation agreements between Thailand community colleges and U.S. four-year institutions was also discussed during the workshop. The report includes information on future challenges and recommendations for Thailand community colleges. (MKF)

ED 463 795   JC 020 305

Brose, Friedrich
Implementing the "Information Competency" Graduation Requirement in California Community Colleges: A Chronology of Sources, and Lists.
PUB DATE- 02
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Access to Information; College Role; *Community Colleges; Education Work Relationship; Educational Objectives; *Educational Technology; *Graduation Requirements; *Information Literacy; Library Skills; *Program Implementation; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This document offers a chronology of sources regarding the implementation of an information competency graduation requirement in California community colleges. The Academic Senate for the California Community Colleges defines information competency as the ability to find, evaluate, use, and communicate information in various formats. The definition also involves the use of critical thinking, technology, and various research methods. The definition for information competency in some California community colleges is similar to the definition for information literacy used by community colleges in other states. The report states that society and industry are becoming more information or knowledge-based, so the ability to acquire and communicate information in various formats is fast becoming a requirement for any profession. The report provides a chronological history for the term "information competency," including applicable legislation, definition changes, national guidelines, and various community college committee recommendations. The report highlights events that are significant and relevant to California community colleges, and it looks at the current state of the information competency graduation requirement as it is defined and utilized by some California community colleges. Appendices include listings with hundreds of Web sites and references on information competency. (MKF)

Graduating Student Survey Results Summary Report, 2000-2001. The InfoDigest.
PUB DATE- 01
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; College Role; Community Colleges; Curriculum Development; *Degrees (Academic); Education Work Relationship; *Educational Assessment; *Educational Objectives; *Outcomes of Education; *Student Attitudes; Two Year Colleges
IDENTIFIERS- *Dalton State College GA

This document is a report on the results of the 2000-2001 graduating student survey administered at Dalton State College (DSC) (Georgia). The survey was used to help assess the community college's overall effectiveness. A total of 185 graduating students (63% of graduating class) responded to the survey. The survey was sorted into five sections: student background information; future career and educational plans; student perception of DSC general education curriculum; student perception of faculty instruction; student satisfaction with academic and student support services; and overall perception and satisfaction with DSC. Results show that: (1) 71% of the respondents were female and 61% were full-time students; (2) 88% of the responding graduates were white; (3) 34% of the responding graduates were under the age of 23; (4) 86% and 38% of the respondents reported being employed part-time or full-time respectively while attending DSC; (5) 61% of the respondents stated that they plan to continue their education; (6) a majority of respondents expressed that they were well prepared for continued education and/or career placement; (7) most respondents expressed being satisfied with the instruction quality and student support provided by the college; (8) 84% of the respondents indicated that they would recommend the college to others; and (9) overall, most respondents were satisfied with the education provided by DSC. The report provides tables with exact responses and percentages for all survey questions. (MKF)

ED 463 816   JC 020 332

El Centro College Strategic Plan, 2000-2005.
PUB DATE- 00
NOTE- 36p.; Approved by the College Planning Council, December 2000.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; Community Colleges; Education Work Relationship; *Educational Assessment; *Educational Objectives; Educational Planning; Enrollment; *Institutional Mission; Organizational Objectives; Partnerships in Education; Program Implementation; *Strategic Planning; Two Year Colleges

This is the 2000-2005 strategic plan at El Centro College (Texas). It discusses the college's mission, vision, and core values, and provides information on goals and success indicators. Goals include: (1) preparing students for careers and for transfer to four-year institutions; (2) providing quality continuing/workforce education to enrich students' lives and upgrading their occupational skills; (3) offering are included. Specific information is presented in two output areas: (1) early childhood education; and (2) advice to the Minister of Education and the Ministry. (KB)

ED 463 835 PS 030 227

Southern Regional Initiative on Child Care: Action Plan To Improve Access to Child Care Assistance for Low-Income Families. Survey Results on the Status of State Implementation Efforts.
PUB DATE- 02
NOTE- 156p.; For Action Plan, see ED 459 918.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Early Childhood Education; Eligibility; *Employed Parents; Financial Support; Low Income Groups; Outreach Programs; Program Evaluation; Program Implementation; *Public Policy; *State Programs; Surveys
IDENTIFIERS- *Access to Services; *Subsidized Child Care Services; United States (South)

This report presents findings of a survey study examining the efforts of southern states and the District of Columbia to implement the goals and action steps of the Action Plan to Improve Access to Child Care Assistance for Low-Income Families in the South. Surveys were sent to the members of the Southern Regional Task Force on Child Care, appointed by the governors of 16 southern states and the mayor of the District of Columbia. Florida's response was not received in time for publication; Delaware did not participate in the survey because their position to the Task Force was vacant; and Virginia declined to participate. The report includes a copy of the survey introduction and instruction as well as a chart displaying the results of state implementation. The findings are reported as "action step completed," "action taken toward goal," or "no action reported." The goals relate to: (1) funding for direct child care assistance; (2) broadening child care eligibility and subsidy policies; (3) aggressively implementing outreach initiatives; (4) maintaining uncomplicated and family friendly child care application and redetermination processes; (5) establishing a coordinated, seamless eligibility system; (6) establishing customer service outcome goals and setting standards to ensure respectful treatment for families; (7) designing the subsidy system; (8) creating partnerships with employers; (9) providing child care assistance through federal and state tax laws; and (10) having an effective, coordinated system to guide policy decisions and direct use of resources. The bulk of the report presents the survey feedback for each state and the District of Columbia. Information provided for each state includes the name and contact information for the individual completing the survey. (KB)

ED 463 836 PS 030 228

Building Momentum--Taking Action: Southern States Collaborate on Child Care Financial Aid and Quality Initiatives.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 02
NOTE- 112p.; Part of the Southern Regional Initiative on Child Care.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

abused and neglected; (10) children in out-of-home placements; and (11) children dying from homicide, suicide and injuries. Following an introduction, the data book provides regional and statewide statistical summaries for each indicator, discusses the importance of the indicator, describes potential improvement strategies, and notes Minnesota trends. The second section and bulk of the report provides data by county, including demographics, areas of positive improvement and concern, and trends to watch. Data are compared for 1991, 1996, and 2000, and data for individual counties are compared to the overall statewide data. Among the long-term trends noted are a 10 percent decrease in poverty among children, a 23 percent increase in children born at low birtnweight, and a 14 percent decrease in children born to teen mothers. Shorter term trends include fewer children in families receiving food stamps. (SD)

ED 463 852 PS 030 267

Stone, Jeannette G.
Building Classroom Community: The Early Childhood Teacher's Role.
PUB DATE- 01
NOTE- 69p.; Adapted and expanded from "The Classroom as Community: Ideas from an Early Childhood Teacher. Occasional Paper No. 3," by Jeannette G. Stone, see ED 443 584.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; Educational Philosophy; Educational Practices; Knowledge Base for Teaching; *Leaders; Leadership Qualities; Leadership Responsibility; Preschool Education; *Preschool Teachers; *Teacher Role; Teacher Student Relationship; *Values Education; *Young Children
IDENTIFIERS- Learning Communities

Based on the view that fostering positive values and a sense of community in children is the heart of the early childhood teacher's role, this booklet offers suggestions for instilling respect, responsibility, and compassion in young children in early childhood settings. The booklet presents a philosophy and a set of practices by which preschool classrooms may become communities that work for everyone. The booklet begins with an observation of a preschool classroom and notes that the process of developing a classroom of children into a community whose members regard each other with growing respect, trust, and compassion depends on the teacher or leader. The booklet maintains that teachers build a community on four components of leadership: (1) acceptance of the leadership role; (2) knowledge of child development and learning; (3) knowledge of early childhood curriculum and practice; and (4) a commitment to communicating respect by caring for the classroom environment and modeling respect. Each of these leadership components is examined in turn, focusing on the responsibility of the preschool teacher and providing suggestions for ways each component can be implemented in the early childhood classroom to teach values of compassion and responsibility. The booklet notes that for some children, safety and order take priority over sowing seeds of compassion and responsibility and makes suggestions for teaching children with behavior problems. The booklet concludes by asserting that although leadership demands a great deal from good teachers, administrators, and other staff, the efforts to achieve excellence in teaching are worthwhile. (Contains 21 references.) (KB)

ED 463 853 PS 030 268

additional research is needed. (Contains 51 references.) (KB)

ED 463 870 PS 030 286

Schaefer, Stephanie A.
Welfare to Work: Does It Work for Kids? Research on Work and Income Welfare Experiments. Fact Sheet.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 02
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; *Employed Parents; Experiments; *Family Income; One Parent Family; Pilot Projects; Welfare Recipients; *Welfare Reform; *Welfare Services; *Well Being
IDENTIFIERS- *Welfare to Work Programs

Noting that a central tenet of the 1996 welfare reform law was that work was the best way to improve the lives of single parents and their children, this fact sheet summarizes research on the impact of parental work on children in families receiving welfare. The fact sheet delineates key research findings from experimental studies of the effects of pre-1996 mandatory parental employment programs and earnings supplements on infants and toddlers, school-age children, and adolescents. Findings were drawn from 10 welfare demonstration programs measuring effects on school-age children, 16 programs measuring effects on adolescents, and 2 programs measuring effects on infants and toddlers. Findings indicated that school-age children benefit when their parents are in programs that increase both employment and income. Increasing mothers' employment without increasing family income did not help children on welfare. The two studies examining effects on infants and toddlers did not find evidence that these program harmed or benefited them. Adolescents had negative academic outcomes when their parents were involved in mandatory employment, earnings supplements, or time-limited assistance programs. Several possible explanations for the effects of the programs are identified. Implications for policy relate to the benefits of policies that increase family income, the lack of benefits for increasing work without increasing income, the importance of child care assistance, and the concern about adolescents' negative academic outcomes associated with increased parental employment, independent of family income increases. (KB)

ED 463 871 PS 030 287

Gambone, Kirsten; Gelband, Amy; Farrell, Debi; Black, Aimee; Szuchyt, Jamie; Alvazian, Casey; Lang, Allison; Nyce, Susan; Johnson, Lisa; Thomas, Amy; Arena, Jordan; Weiner, Stacie; Zohe, Dorothoy; Cane, Susan; Chambliss, Catherine
Gender Differences in Attitudes toward Maternal Employment during Early Childhood and the Elementary School Years.
PUB DATE- 02
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childhood Attitudes; College Students; Comparative Analysis; *Employed Parents; Higher Education; *Mothers; Preschool Children; Sex Differences; *Young Adults
IDENTIFIERS- Research Replication

School. Curriculum Handbook for Parents, 2001-2002: Grade 4).
PUB DATE- 01
NOTE- 37p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series in English, one set for public schools and one set for Catholic schools. For the 2001-2002 public school series, see ED 461 426-436. For the 2001-2002 Catholic school series, see PS 030 167-177.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; Elementary Education; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 4; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Noting that parents are vital partners in the educational system, this French-language handbook provides parents with information about the Grade 4 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 4 curriculum. Following introductory material, sections include: (1) "What Is Curriculum"; (2) "English Language Arts"; (3) "Language Arts in Language Programs (Immersion and Bilingual)"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Information and Communication Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Language Programs and Courses Other Than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 463 890 PS 030 326

Ce que mon enfant apprend a l'ecole. Manuel a l'intention des parents, 2001-2002: Cinquieme annee (What My Child Learns in School. Curriculum Handbook for Parents, 2001-2002: Grade 5).
PUB DATE- 01
NOTE- 37p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series in English, one set for public schools and one set for Catholic schools. For the 2001-2002 public school series, see ED 461 426-436. For the 2001-2002 Catholic school series, see PS 030 167-177.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; Elementary Education; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 5; Health Education; Intermediate Grades; Language Arts; Mathematics

work-based learning component within car dealerships) and National Employer Leadership Council Employer Participation Model (a resource for employers considering involvement in STC and for education and community organizations seeking ways to reach out to employers). Specific activities and programs were profiled: (1) Red River Motor Company in Bossier City, Louisiana (a program reaching out to students to promote automotive careers); (2) the General Motors Learning Applied Business program in Berkeley, California (a program coupling local car dealerships and high schools to provide career exploration activities); (3) Crown Auto World in Bristow, Oklahoma (a program providing mentors and internships to high school students); and (4) Auto Nation Jeep Chrysler in Longwood, Florida (a program providing a teacher 'externship' in the workplace). Concluding the booklet are strategies for getting involved in STC and a glossary. (MN)

ED 463 405 CE 082 483

Best Practices in School-to-Careers: The Home Building Industry.
PUB DATE- 01
NOTE- 24p.; For other "Best Practices in School-to-Careers" booklets, see ED 451 348-351, CE 082 482, and CE 082 484.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Architecture; Building Trades; Career Awareness; *Career Exploration; *Education Work Relationship; *Educational Practices; Educational Resources; Engineering; Glossaries; *Housing Industry; *Partnerships in Education; Postsecondary Education; School Business Relationship; Secondary Education; *Trade and Industrial Education; Work Experience Programs
IDENTIFIERS- Home Builders Institute; National Employer Leadership Council

This document highlights the school-to-careers (STC) partnerships connecting workplace experiences to classroom learning to prepare students for successful employment in the home building industry. First, the current state of the home building industry is reviewed. Next, the following organizations and employers are profiled: (1) the National Employer Leadership Council (NELC) Employer Participation Model (a resource for employers considering involvement in STC and education and community organizations seeking ways to reach out to employers); (2) Granger Construction, in Lansing, Michigan (educating students through career fairs); (3) Architects Hawaii in Honolulu (clarifying paths into the architecture industry); (4) Skidmore State Farm Agency, Inc., in Omaha, Nebraska (offering intensive work-based opportunities for youth); (5) Thornton-Tomasetti in New York, New York (helping young people explore and understand the needs and demands of the architecture, construction, and engineering fields; (6) Ganek/Baer Architects, Inc., in Littleton, Massachusetts (helping young people understand the relationship among buildings, communities, and the built worlds); and (7) Home Builders Institute (HBI) in Washington, DC (brokering partnerships with state associations to promote the home building field). The following strategies for getting involved in STC are explained: learn what is happening in STC in your state and community; (2) connect with the HBI; and (3) join NELC. A glossary is included. (MN)

ED 463 406 CE 082 484

encourage the provision of multiple services to serve the family unit; (7) designate family literacy programs as allowable sites for child care funds; (8) use Department of Labor Welfare-to-Work formula grants to serve families in family literacy programs; (9) use federal funds to strengthen the father figure's role in the family; and (10) create family literacy programs targeted to teen parents. An appendix provides information on the National Center for Family Literacy Funds Family Independence Initiative Demonstration Projects. (Contains 12 endnotes.) (KC)

ED 463 421 CE 083 008

Castro, Maria
The Allied Health Professions: Opportunities for Minority Students. Career Guidebook.
PUB DATE- 00
NOTE- 70p.; Revised by Charmika Schuster and edited by Ledis Hernanadez. Prepared for the Division of Public Health and Allied Health Professionals.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Affirmative Action; *Allied Health Occupations; *Allied Health Occupations Education; American Indian Education; American Indians; Black Colleges; Black Students; Career Choice; Career Development; *College Programs; *Educational Resources; Hispanic American Students; *Minority Groups; Occupational Information; Postsecondary Education; *Student Financial Aid; Student Recruitment; Tribally Controlled Education
IDENTIFIERS- African Americans; American Indian Students

The term "allied health" refers to a cluster of health professions encompassing as many as 200 occupational titles (exclusive of physicians and nurses) involved with the delivery of health or related services pertaining to the identification, evaluation, prevention, and treatment of diseases and disorders; dietary and nutritional services; and rehabilitation and health systems management, among others. This guidebook was developed to encourage minority students to pursue allied health careers and to provide information to those considering such careers. The guide covers definitions of allied health occupations, the need for minority groups in allied health professions, and steps in preparing for a career in allied health. It also describes 23 of the allied health professions and the educational requirements for each. The guide provides lists of 23 allied health professional associations, and colleges and universities serving minority students and offering allied health professions programs (73 serving Asian-Americans, 199 serving Hispanic students, 94 historically or predominantly black colleges and universities, and 31 tribal colleges and universities). The guide lists 80 sources of scholarships, federal government financial aid programs, and resources and internships serving African-American, Native American, and Hispanic students. (Contains 15 references.) (KC)

ED 463 422 CE 083 009

The Health Care Workforce in Ten States: Education, Practice and Policy. Interstate Comparisons, Spring 2001.
PUB DATE- 01

elsewhere); (2) the new worker (the search for authenticity; determining what kind of worker you are; career-defining moments; career success for introverts and extroverts; the career angst of 20-somethings; careers and 20-somethings; careers and 40-somethings; questions 20-somethings ask about work and careers; career-proofing one's children); (3) the new manager (the new employment contract; 10 strategies for managing the new worker; older workers versus new workers; the coaching boom; managers as career coaches; mentors; ways to give people a belief in the future); and (4) a new set of skills (becoming a career activist; selling oneself; right and wrong ways of networking; communicating on fast forward; the politics of bad fit; and recession-proofing one's career). The conclusion focuses on positive aspects of the new work environment, including the end of paternalism, freedom to design one's work, and opportunities for authenticity. (MN)

ED 463 439 CE 083 111

Olesen, Henning Salling
Experience and Learning: Theorizing the Subjective Side of Work. Publications from the Adult Education Research Group .
PUB DATE- 00
NOTE- 34p.; Paper no. 10 from the Life History Project. Background paper for a keynote lecture at the International Conference on Researching Work and Learning" (1st, Leeds, England, September 10-12, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Competence; Corporate Education; Corporations; Definitions; Delivery Systems; *Education Work Relationship; Educational Research; *Educational Theories; Employment Qualifications; Human Resources; Individual Development; Job Skills; Labor Force Development; Labor Market; Learning Processes; Literature Reviews; Models; Organizational Change; Organizational Development; Position Papers; Research Needs; *Self Concept; Skill Development; Social Integration; Socialization; Training; Work Environment; *Work Experience
IDENTIFIERS- Identity Formation; *Identity Synthesis; Learning Organizations; *Subjectivity

This document argues that the new reality of work, which reintegrates learning and learning potential in a qualitative change of the work process itself, has made it necessary to theorize the subjective side of work and study and understand learning within a comprehensive context of the subjective experience. The following are among the specific topics considered: (1) changes in work and human resources (including the post-Fordist turn of the industrialized countries, the extremely rapid transformation of skill needs, new criteria of social inclusion, and the new human resource development agenda); (2) the subjective importance of work; (3) the concept of identity; (4) the basic theoretical problem of linking the two independent dynamics of social history and life history; (5) recent efforts to develop a conceptual model of competence; (6) recent explorations of the concept of identity; (7) contradiction and ambivalence; (8) experience and learning; and (9) learning and culture and the concept of collective learning. Collective learning is differentiated from organizational learning. It is concluded that new work identities will likely include expectations for learning and

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Advisory Committees; Articulation (Education); Colleges; Coordination; Degrees (Academic); Delivery Systems; Education Work Relationship; Educational Change; Educational Finance; *Educational History; Educational Objectives; *Educational Planning; *Educational Policy; Educational Trends; *Financial Support; Foreign Countries; Futures (of Society); General Education; Government Role; Government School Relationship; Job Training; Labor Market; Literacy Education; Literature Reviews; *Policy Formation; Postsecondary Education; Program Administration; Public Policy; Role of Education; State Programs; Systems Approach; Technical Education; Technical Institutes; Trend Analysis; Impact Studies; *TAFE (Australia)
IDENTIFIERS- Impact Studies; *TAFE (Australia)

This document traces the development of Australia's technical and further education (TAFE) system, which offers a wide range of courses providing education and training for employment at the operative, trade, and paraprofessional levels, as well as general education and literacy programs. The following are among the topics discussed: (1) general principles of TAFE and features distinguishing TAFE institutes from other tertiary institutes; (2) TAFE's historical background (technical education between 1890 and 1970, Commonwealth Government intervention in education to 1970); (3) the Whitlam years (Australia in the early 1970s, pressures for change to technical education, the Kangan committee, the Australian Committee on Technical and Further Education recommendations); (4) Commonwealth policy directions between 1976 and 1982 (the Fraser Government's policies; the Commonwealth Tertiary Education Commission, major government reports); (5) changes in TAFE between 1976 and 1982; (6) the Hawke government's early years (labor market programs, review of TAFE funding, the demise of Commonwealth Tertiary Education Commission funding); (7) the late 1980s (Skills for Australia, the National Board of Employment Education and Training, the restructuring of higher education, industrial award restructuring, the National Training Board); (8) the restructuring of state TAFE systems; (9) the progression from TAFE to vocational education and training; and (10) TAFE in the late 1990s and beyond. (Contains 190 references.) (MN)

ED 463 457 CE 083 150

Misko, Josie
The Effects of Different Modes of Delivery: Student Outcomes and Evaluations.
PUB DATE- 00
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Change Strategies; Classroom Techniques; Comparative Analysis; Computer Uses in Education; *Conventional Instruction; *Delivery Systems; *Distance Education; Educational Attainment; Educational Change; Educational Practices; Educational Strategies; Flexible Progression; Foreign Countries; *Instructional Effectiveness; Instructional Improvement; Nontraditional Education; Postsecondary Education; Secondary Education; Student Attitudes; Student Surveys; *Vocational Education
IDENTIFIERS- *Australia; Impact Studies

The effects of different vocational education and training (VET)

promising to provide for a bright future. This study aims to identify the levels of self-concept, family concept, and family interaction measures of subjects from the rural and urban social settings of a state in Malaysia. Six hundred and thirty-nine (or two hundred and thirteen families) Malay subjects were administered the Family Interaction-Humanistic Approach Questionnaire (FIHAQ). Each family unit consists of the father, mother, and an adolescent child of either gender. The results indicated that a significant number of subjects from the rural social setting dominate the functionality continuum as opposed to the subjects from the urban social setting who dominate the dysfunctionality continuum. (Contains 38 references.) (Author/JDM)

ED 463 478   CG 031 639

Codding, Robin S.; Lewandowski, Lawrence; Gordon, Michael
Examining Executive Functioning in Boys with ADHD.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Problems; Behavior Rating Scales; Compliance (Psychology); *Diagnostic Tests; Elementary Education; Elementary School Students; *Hyperactivity; *Males; *Measurement Techniques; Self Control
IDENTIFIERS- *Functioning Level Testing

This study examined executive functioning (EF) in attention deficit hyperactivity disorder (ADHD) boys ages 6-12 on a parent-report measure from Barkley's model. Mothers of 40 boys (20 with ADHD-HI or ADHD-C, and 20 without ADHD) completed the ADHD Symptom Checklist (ADHD-SC4), Child Behavior Checklist (CBCL-P), School-Home Information Profile (SHIP), and Children's Inhibition and Executive Function Scale (ChIEFS). Significant differences were found between groups for all measures, with the ChIEFS total score being the most discriminating index of ADHD (97.5%). The ChIEFS factors were highly intercorrelated and related to total score, suggesting they were all measuring the same construct. Executive functions may tap one's ability to control oneself, whether that involves control of motor, memory, attention, motivation, or planning functions. Executive functions also seem to be important in assessing characteristics of ADHD, and could prove useful in conjunction with current diagnostic instruments. (Author)

ED 463 479   CG 031 640

Downs, L. L.; Udow, G.; Stevenson, M.; Parres-Sampson, L.; Mitchell, G.; McMaster, S.; DeWitt, K.
Factors Contributing to Difficulties Operationalizing Comprehensive School Counseling Programs: A Quantitative Study.
PUB DATE- 02
NOTE- 16p.; Paper presented at the Annual Meeting of the American Counseling Association (New Orleans, LA, March 22-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comprehensive Guidance; *Counselor Client Ratio; *Counselor Role; Elementary Secondary Education; Professional

Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)
DESCRIPTORS- *Comprehensive School Health Education; Educational Finance; Elementary Secondary Education; Financial Needs; *Financial Support; *Intervention; *Mental Health Programs; *Program Implementation; School Counseling; Training

With dwindling budgets, a critical focus of all reform efforts is how to underwrite the costs of new mental health intervention approaches. For communities and schools, the range of mental health and psychosocial concerns confronting young people requires a vision that encompasses much more than providing services for those with mental disorders. The activity must entail a multifaceted continuum of programs and services. This quick training aid presents a brief set of resources to guide those providing an in-service training session on financing strategies for such programs. The packet contains a brief introduction to the topic with key talking points, fact sheets and practice notes, tools and handouts, and a directory of model programs and additional resources. (GCP)

ED 463 501 CG 031 667

Violence Prevention. A Center Quick Training Aid.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 02
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict Resolution; *Educational Environment; Elementary Secondary Education; *Prevention; Program Descriptions; *School Safety; Training; *Violence

Safe schools, violence prevention, and conflict resolution are all major concerns in addressing barriers to learning. This quick training aid presents a brief set of resources to guide those providing an in-service training session on violence prevention in schools. The packet contains a brief introduction to the topic with key talking points, fact sheets, tools and handouts, and a directory of model programs and additional resources. (GCP)

ED 463 502 CG 031 668

Crisis Assistance & Prevention: Reducing Barriers to Learning. A Center Training Tutorial.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 02
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Implementation; and The Reading Recovery Lesson. (Contains 11 references. Also lists Reading Recovery training sites in Maine.) (NKA)

ED 463 522 CS 510 847

Moore, Paula F.; Rhodes-Kline, Anne
Literacy Learning: Are Maine First Graders Meeting Our Expectations? Occasional Paper.
SPONS. AGENCY- Maine State Dept. of Education, Augusta.
PUB DATE- 96
NOTE- 33p.; Copyrighted by the Center for Research and Evaluation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; Educational Research; *Emergent Literacy; *Grade 1; *High Risk Students; Primary Education; *Reading Achievement; Student Educational Objectives; *Writing Achievement
IDENTIFIERS- Maine; Reading Recovery Projects; Stanines

Research suggests that children who do not read at the end of the first grade fail to achieve in almost every other academic area. Given the high price of not learning to read in first grade, Maine schools are asking: Are children entering first grade able to take advantage of formal literacy instruction? Are they leaving first grade reading and writing well enough? This paper addresses both questions using performance data from more than a thousand first graders, collected during the 1995-96 school year. The paper also reports Maine stanines of performance at the beginning and end of first grade. It notes that with the widespread implementation in Maine of Reading Recovery, an early intervention program for first graders having difficulty in reading and writing, Maine schools have had access to an effective tool for assessing young children's literacy progress. The paper first describes the assessments and procedures that were used to gather the student performance data, specifically the Observation Survey of Early Literacy Achievement developed by Marie Clay. Second, it discusses issues around stanines and their use and reports the Maine first-grade stanines. Finally, it addresses in detail the two questions posed initially. (Contains 25 references and 4 tables of data.) (NKA)

ED 463 523 CS 510 848

Rhodes-Kline, Anne K.
Estimating Stanine Scores from a Non-Random Sample: A Methodology Discussion.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Portsmouth, NH, April 30-May 2, 1997). Formerly titled, "Literacy Acquisition into the Twenty-First Century: Stanines Now and a Method for the Future."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Early Intervention; Primary Education; *Reading Achievement; Reading Improvement; *Research Methodology; Sample Size; Sampling; Statistical Analysis; *Statistics; *Student Evaluation
IDENTIFIERS- Maine; *Reading Recovery Projects

Grades; *Reading Comprehension; *Reading Instruction; Reading Research; *Reading Writing Relationship; *Short Stories; *Writing Instruction; Writing Research; *Writing Strategies

This study described how a fifth grade reading and writing class utilized short stories to comprehend how authors used eight different writing techniques in their own writing. The researcher found that when the fifth grade students comprehended how to use a writing technique they were able to apply it to their own personal, expressive writing. The researcher also analyzed the retention of the writing techniques over an eight-week study. It was found that if the writing technique was comprehended and utilized, a fifth grade student eventually mastered the technique. The integration of reading and writing are essential in the process of comprehension. The two strategies which developed comprehension included reading as a writing strategy and writing as a reading strategy. When teachers find a balanced approach of the two strategies the result is a total comprehension of the material being studied. (Contains 36 references. Appendixes contain a reading survey instrument and a writing survey instrument.) (Author/RS)

ED 463 544 CS 510 889

Wills, Katherine V.
From the Classroom to the Cubicle: Reading the Rhetoric of the Emerging Corporate University.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the International Reading Association (46th, New Orleans, LA, April 29-May 4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Discourse Communities; *Literacy; *Rhetoric; Rhetorical Criticism; *Training; Transfer of Training
IDENTIFIERS- Business Research; Corporate Culture

This paper examines online corporate university artifacts to bring to light additive definitions of literacy. Rhetorical analysis in the paper shows four claims made about literacy in the corporate university artifacts: literacy is knowing the corporate culture; literacy provides immediate and quantifiable benefits; literacy is easily accessible and comprehensible; and corporate literacy is globally transferable. The paper explains that underlying these four claims are four warrants: the corporate culture is a content area upon which to teach, assess, and build an educational end-product; immediate and quantifiable benefits, often in the form of wages or profits to an individual or corporation constitute literacy mastery; immediate accessibility and comprehensibility is to be valued over long-term or reflective and critical practice; and, corporate university training programs provide literacy that can be transferred and applied to other local or global corporations or situations. For the paper, artifacts were collected from online sites of Motorola, Disney, McDonald's and Super 8 Motels, hardcopy texts, and secondary sources, and include phone interviews with corporate university representatives. While postmodern sensibility seems to hail the death of the single proprietary author, discussions with corporate representatives for this paper suggest that at least some corporations firmly retain their rights to corporate

*Bullying; Elementary Secondary Education; Group Dynamics; *Intervention; Peer Acceptance; Peer Influence; Peer Mediation; *Prevention; *School Responsibility; Violence
IDENTIFIERS- *ERIC Digests

Students who are the target of bullying episodes commonly suffer serious, long-term academic, physical, and emotional consequences. Unfortunately, school personnel often minimize, underestimate, tolerate, or ignore the extent of bullying and the harm it can cause. This digest examines the problem of bullying and some of its effects, and discusses preventive steps schools and states are taking. Bullying occurs when a person willfully and repeatedly exercises power over another with hostile or malicious intent. It can be physical or psychological in form. In a survey of more than 15,000 sixth through tenth graders, 30 percent reported bullying others, being targets, or both. Everyday approximately 160,000 students stay home from school out of fear of being bullied. Victims often have difficulty concentrating on schoolwork, show low performance, and have relatively high rates of absenteeism. Psychological symptoms of victims include anxiety, depression, and low self-esteem. To counteract bullying, schools can distribute a written anti-bullying policy to everyone in the school community and apply the policy consistently and fairly. Positive socialization and anger-management skills can be taught. An anti-bullying culture can be developed among peers. Some states are beginning to require schools to adopt anti-bullying policies. (Contains 17 references.) (RT)

ED 463 564 EA 031 563

Belfield, Clive R.; Levin, Henry M.
The Effects of Competition on Educational Outcomes: A Review of US Evidence. Occasional Paper.
PUB DATE- 01
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Competition; Elementary Secondary Education; *Outcomes of Education; Statistical Surveys

This paper systematically reviews the cross-sectional research evidence on the effects of competition on educational outcomes. Competition is typically measured using either the Herfindahl Index or the enrollment rate at an alternative choice (for example, private school). Outcomes are separated into those relating to academic test scores, graduation/attainment, expenditures/efficiency, teacher quality, wages, and house prices. The sampling strategy identified over 35 empirical studies testing the effects of competition. A sizable majority of these studies report beneficial effects of competition across all outcomes, with many reporting statistically significant coefficients. The effect size of an increase of competition by one standard deviation is also reported. These effect sizes suggest positive gains from competition that are modest in scope with respect to feasible changes in levels of competition. Finally, this review notes some methodological challenges in estimating competitive pressures, as well as cautions on the validity of inference from point estimates to public policy. (Contains 58 references and 6 tables.) (Author/RT)

ED 463 565 EA 031 564

Rabinowitz, Stanley; Zimmerman, Joy; Sherman, Kerry superintendents' tacit knowledge, based on prior experience in the superintendency, played a significant role in developing trust with their respective school boards. This study suggests that further research should be done on tacit knowledge to shed light on learned behaviors, allowing a goal-oriented consideration of why and how trust develops or disintegrates. Knowledge obtained from such research can help determine whether trust in the superintendent and superintendency has a positive effect on school district and school community effectiveness. (Contains 51 references.) (RT)

ED 463 585 EA 031 584

Nestor-Baker, Nancy
Carlson Revisited: The Tacit Knowledge of Place-Bound and Career-Bound Superintendents.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Cincinnati, OH, November 2-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board Administrator Relationship; Cognitive Structures; Elementary Secondary Education; Interpersonal Competence; Intuition; Prosocial Behavior; Skills; *Superintendents; *Trust (Psychology)

School boards and communities commonly face a challenge when choosing superintendents: should they select somebody from inside the community or from outside? The tacit knowledge (knowledge gained by experience) each superintendent brings to his or her district is unique and influences the beliefs of school boards in unique ways. This study examined superintendent leadership by mapping the tacit-knowledge domain of place-bound and career-bound superintendents. Forty-four Ohio public-school superintendents were interviewed and their responses coded for statistical analysis. Results show that a superintendent's choice to move to other districts or stay in the same one influences his or her tacit knowledge. Place-bound superintendents tend to have a stronger focus on group membership and group members; their priorities tend to revolve around developing long-term trust relationships with groups and individuals as a way to develop trust in the schools. Career-bound individuals tend to focus on school-system organization and on developing a shared perspective of the district's direction; their priorities tend to revolve around developing trust through a task-oriented focus on performance and perception of the organization. This study suggests that a tacit-knowledge framework may help to provide better understanding of superintendent actions and viewpoints. (Contains 35 references.) (RT)

ED 463 586 EA 031 601

Jackson, Jerlando F. L.; Peterson, Kent D.
Executive Behavior: An Examination of Three Decades of Administrative Work across Organizational Settings, Industries, and Contexts.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Cincinnati, OH, November 2-4, 2001).
LANGUAGE- English

contributing to student and parent satisfaction with teachers included regular three-way communication. (Contains 16 references.) (CR)

ED 463 605   EC 308 895

Gosfield, Margaret, Ed.
Gifted Education Communicator, 2001.
PUB DATE- 01
NOTE- 262p.; Published quarterly. Formerly known as "Communicator." For volume 31, see ED 449 608.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Disadvantaged Youth; Educational Trends; Elementary Secondary Education; Equal Education; *Gifted; Grouping (Instructional Purposes); History Instruction; Mentors; *Professional Development; Program Development; Regular and Special Education Relationship; Social Sciences; *Talent

Four issues of this periodical of the California Association for the Gifted focus on: (1) issues in gifted education; (2) professional development; (3) history and social science for gifted learners; and (4) equity and excellence. Among major articles are the following: "Profoundly Gifted Guilt" (James R. Delisle); "Grouping the Gifted: Myths and Realities" (Karen B. Rogers); "Synchronizing Gifted Education with General Education" (Sandra N. Kaplan); "A Call to Action" (James J. Gallagher); "Overcoming Bias in Gifted and Talented Referrals" (Del Siegle); "Administrators Are Keys to High Quality Programs" (Carolyn R. Cooper); "Mentors in Print" (Susannah Richards); "Gifted Education and Social Studies: Engaging All Learners" (Michael M. Yell); "Creating Simulations for Social Studies Classrooms" (Mary Pat Vargas); "Giftedness in Poverty" (Paul D. Slocumb); "Equity in Gifted Programs: How Do We Measure Up?" (Elinor Ruth Smith); and "DISCOVER: Changing the Way We Think about Education" (C. June Maker and Robert A. Lane). Each issue also includes regular departments covering educational trends, parent questions, underrepresented populations, a teacher focus, hands-on curriculum, Web Watch, software review/s, and book reviews. (Some individual articles contain references.) (DB)

ED 463 606   EC 308 896

Collective Wisdom: An Anthology of Stories and Best Practices for Educating Students with Severe Disabilities and Deaf-Blindness.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 01
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Problems; Change Strategies; *Deaf Blind; *Educational Principles; Elementary Secondary Education; Humanistic Education; Interpersonal Communication; Research Utilization; Self Determination; Sensory Experience; *Severe Disabilities; Teacher Collaboration; Teamwork; *Theory Practice Relationship

This anthology was written by a group of Kansas educators and others with knowledge about the special needs of children with severe disabilities and deaf/blindness. The book was created to describe effective educational practices for these students education teachers tied with teacher preparation. Similar findings were identified within the United States sample. Classroom management, development of the IEP, implementation of the IEP, and teachers' attitudes were the highest scores. Low scores were number of teacher aides, community support, monetary support, number of special education teachers, and number of related services. Samples differed on teacher preparation, with the United States respondents viewing this as a strength and the Portuguese respondents as a weakness. (CR)

ED 463 625 EC 308 923

Freedman, Miriam Kurtzig
Struggling toward "ALL" in State and District Assessments: What about Those Who Need Non-Standard Accommodations?
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Conference on Large-Scale Assessment of the Council of Chief State School Officers (Houston, TX, June 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Accommodations (Disabilities); Academic Standards; *Disabilities; *Educational Assessment; Elementary Secondary Education; *High Stakes Tests; Policy Formation; State Programs; *Student Participation
IDENTIFIERS- Testing Accommodations (Disabilities)

This paper outlines concerns relating to the inclusion of students with disabilities in state and district educational assessments and the provision of non-standard accommodations (NSAs). The major concerns are that: (1) the term "non-standard accommodation" is an oxymoron and muddles the issue; (2) NSAs change the plain meaning of words beyond recognition and states are not clear about how to count and score tests using NSAs; (3) the current discussion of NSAs fatally confuses the role of the Individualized Education Program team and the role of the test producer; (4) no law requires NSAs to be used and scored with other test results; (5) NSAs leave educators, parents, and taxpayers in the dark, as they are shrouded in confusion; (6) NSAs expose districts and states to future litigation; (7) NSAs may lead to fewer appropriate educational services; and (8) the use of NSAs may not truly provide access to the general curriculum. It is recommended that states and districts be clear about their standards, provide clear instructions about what accommodations are allowed, develop a well-crafted waiver policy, and provide honorable exit documents for students who cannot meet state or district requirements on the test. (Contains 31 references.) (CR)

ED 463 626 EC 308 924

Lenz, B. Keith; Scanlon, David
SMARTER Teaching: Developing Accommodations To Reduce Cognitive Barriers to Learning for Individuals with Learning Disabilities.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Cognitive Processes; *Concept Mapping; Elementary Secondary Education;

resources.) (EV)

ED 463 648 FL 027 200

Ada, Alma Flor; Baker, Colin
Guia para padres y maestros de ninos bilingues (A Parents' and Teachers' Guide to Bilingualism). Parents' and Teachers' Guides Number 5.
PUB DATE- 01
NOTE- 256p.; For the English version, see ED 442 279.
LANGUAGE- Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingual Education; *Bilingualism; Code Switching (Language); Cognitive Ability; Dialects; Diglossia; Elementary Secondary Education; English (Second Language); Ethnic Groups; *Family Environment; Foreign Countries; Interlanguage; Language Acquisition; Language Aptitude; Language Proficiency; Language Skills; *Literacy; Phonetics; Phonology; Second Language Instruction; Second Language Learning
IDENTIFIERS- European Union; Finland; United Kingdom; United Nations

This book provides a practical introduction to questions about bilingualism. It is for parents and teachers who are themselves bilingual, for monolinguals who want to know more, for those with some intuitive understanding of bilingual situations and for those who are starting from the very beginning. The book poses questions that people often ask about raising bilingual children and then provides straightforward answers written in direct, plain, nontechnical language. The book deals with questions about family education, language issues, and other problems that commonly arise. Answers are intended to raise awareness of what challenges may be faced as bilingual family life develops and what decisions have to be made. The book is divided into six sections, each of which is divided into one to four page subsections consisting of a question and its answer. Sections concern family, language development, problems, reading and writing, education, and concluding issues. Also included is a glossary of terms and an index. References to other sources are provided as needed throughout the text. (KFT)

ED 463 649 FL 027 212

Peace Corps Volunteer On-Going Language Learning Manual: Beyond Hello.
PUB DATE- 00
NOTE- 105p.; Based on a prior Peace Corps publication "Self-Directed Language Learning: Strategies, Tips, and Techniques."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Learning; *Cognitive Style; Communication Skills; Cultural Influences; Grammar; *Language Proficiency; Language Skills; *Learning Strategies; Listening Skills; Memorization; Pronunciation; Reading Skills; Second Language Learning; Self Evaluation (Individuals); Student Motivation; Vocabulary Development; Writing Skills
IDENTIFIERS- Goal Setting; *Peace Corps

projected shortages. All four agencies reported shortages of translators and interpreters and of staff such as diplomats and intelligence specialists with foreign language skills critical to successful job performance. These shortfalls varied significantly by agency, job position, language, and skill level. They have resulted in workload backlogs, which in turn affect agency performance; hindering the prosecution of criminal cases; limiting the ability to identify, arrest, and convict violent gang members; weakening the fight against international terrorism and drug trafficking; and causing less effective representation of U.S. interests overseas. Agencies used a range of strategies to fill their foreign language needs (providing staff with language training and paying incentives, recruiting employees with foreign language skills or hiring contractors, and using information technology). One agency has adopted a strategic approach to workforce planning efforts that links the foreign language program to the agency's strategic objectives and program goals. The other three agencies have yet to pursue overall strategic planning. (SM)

ED 463 669 FL 027 232

No Child Left Behind Act of 2001. Title III: Language Instruction for Limited English Proficient and Immigrant Students. 107th Congress, 1st Session.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 01
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Accountability; Alaska Natives; American Indians; Civil Rights; Educational Improvement; Educational Research; Elementary Secondary Education; *English (Second Language); Faculty Development; Federal Aid; Grants; *Immigrants; *Limited English Speaking; Program Development; Program Evaluation; Second Language Instruction; Second Language Learning
IDENTIFIERS- Emergency Immigrant Education Act 1984; No Child Left Behind Act 2001

This report describes the No Child Left Behind Act of 2001, Title III: Language Instruction for Limited English Proficient and Immigrant Students. Part A describes the English Language Acquisition, Language Enhancement, and Academic Achievement Act. Its four subparts include the following: (1) grants and subgrants for English language acquisition and language enhancement (e.g., formula grants to states, Native American and Alaska Native children in school, and local plans); (2) accountability and administration (e.g., evaluations, reporting requirements, and civil rights); (3) national activities (National Professional Development Project); and (4) definitions (eligible entry). Part B discusses improving language instruction educational programs and is made up of five subparts: (1) program development and enhancement (e.g., program enhancement activities and capacity building); (2) research, evaluation, and dissemination (e.g., authority, research, and state grant program); (3) professional development; (4) Emergency Immigrant Education Program (e.g., purpose, withholding, and administrative provisions); and (5) administration (release time, notification, and coordination and reporting requirements. Part C presents general provisions (definitions, parental notification, National Clearinghouse, and regulations). (SM)

Teaching Notes to Casebook I: Faculty Employment Policies and Casebook I: Faculty Employment Policies. Using Cases in Higher Education. The Jossey-Bass Higher and Adult Education Series.

PUB DATE- 02

NOTE- 72p.; A Publication of the Harvard Institutes of Higher Education. "Teaching Notes" prepared with Susan B. Kenyon.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Case Studies; *College Faculty; Higher Education; *Personnel Policy; *Teacher Employment; *Teaching Methods

"Casebook I: Faculty Employment Policies" presents six cases developed by the Project on Faculty Appointments at the Harvard Graduate School of Education. "Teaching Notes to Casebook I" provides detailed suggestions and strategies for leading an effective classroom or workshop discussion about each of the casebook's six case studies, all of which explore and analyze efforts to bring about institutional change. The chapters of the Casebook are: (1) Blessed Trinity College: Modifying Faculty Evaluation and Contracts (William T. Mallon); (2) Georgia State University: Tackling Salary Inequity, Post-Tenure Review, and Part-Time Employment (Cheryl Sternman Rule); (3) Kansas State University: Evaluating and Addressing Chronic Low Achievement (Holly Madsen); (4) Olivet College: Aligning Faculty Employment Policies with an Evolving Mission (William T. Mallon); (5) University of Central Arkansas: Transformative Leadership, Premium Contracts, and a New Identity (Cheryl Sternman Rule); and (6) University of Minnesota: The Politics of Tenure Reform (Cathy A. Trower). The chapters of Teaching Notes to Casebook I focus on the same six colleges and universities. (Casebook I contains 24 references.) (SLD)

ED 463 691 HE 034 810

McDonald, William M., Ed.

Creating Campus Community: In Search of Ernest Boyer's Legacy. The Jossey-Bass Higher and Adult Education Series.

PUB DATE- 02

NOTE- 200p.; With foreword and afterword by Parker J. Palmer.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020)

DESCRIPTORS- *Community Development; Educational History; *Higher Education; *Instructional Leadership; Models; Partnerships in Education; *School Community Relationship

IDENTIFIERS- *Boyer (Ernest L)

The chapters of this collection focus on the impact of the educational leadership of Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching for 16 years and well-known commentator on higher education. The book reviews the current state of campus community and describes community-building models at five different colleges and universities. The chapters are: (1) An Agenda for Common Caring: The Call for Community in Higher Education (E. Grady Bogue); (2) Creating Community in a Complex Research University Environment (Betty L. Moore and Arthur W. Carter); (3) Beyond Rhetoric: Composing a Common Community Experience (Cynthia A. Wells); (4) Modeling Community through Campus Leadership (Larry D. Roper and Susan D. Longerbeam); (5) A Lab without Walls: A Team Approach to Creating Community (Cathy Eldson Brown, J. Mark Brown, and Robert A. Littleton); (6) Promoting Community through Citizenship and Service (Jean L. Bacon); (7) Absent potentially illegal hazing, including being forced to participate in crimes. Half were required to participate in drinking or alcohol-related hazing, and two in five consumed alcohol on recruitment visits even before enrolling. Two-thirds were subjected to humiliating hazing. Only one in five participated exclusively in positive initiations, such as team trips or ropes courses. Men were more at risk of hazing than women, and hazing was more likely to occur in eastern or southern states with no anti-hazing laws. Such campuses were likely to be rural and residential, with Greek social systems. Athletes, coaches, athletic directors, and college administrators agreed on the need for clear anti-hazing policies and the necessity of communicating expectations for responsibility, integrity, and civility. It is suggested that team-building initiation rites be offered, facilitated by trained coaches or other adults. The first appendix contains some extended response survey replies. The second contains data tables, and the third discusses study methodology. (Contains 26 tables.) (SLD)

ED 463 714 HE 034 837

Campbell, Patricia B.; Jolly, Eric; Hoey, Lesli; Perlman, Lesley K.
Upping the Numbers: Using Research-Based Decision Making To Increase Diversity in the Quantitative Disciplines.
SPONS. AGENCY- GE Fund, Fairfield, CT.
PUB DATE- 02
NOTE- 22p.; Supporting research, tables, and charts for this paper can be found on the Education Development Center Web site: http://www.edc.org.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Decision Making; *Diversity (Student); Females; Higher Education; *Mathematics; Minority Groups; *Research Utilization; *Sciences; Student Interests; *Student Recruitment

This report is among the first to gather data on what really works to increase under-represented students interest and success in quantitatively based occupations. The report also compiles specific recommendations based on that data. Data from a variety of sources show that although African American, Hispanic, and American Indian students who go on to college major in the quantitative fields at about the same percentages as Whites, they are much less apt to graduate. Women go into quantitative majors in smaller numbers than men, but once there, they are equally apt to graduate. A strong high school background, especially in mathematics, has been shown to be the key to overall success in college. Of all the precollege subjects, the study of mathematics in secondary school has the strongest continuing influence on bachelors degree completion. Recommendations for increasing diversity in the quantitative fields at the elementary school level center on improving the teaching of mathematics. At the middle school and high school levels, recommendations call for increased resources, more and better advanced courses, and higher quality courses. At the college level, it is suggested that efforts should be focused on increasing the numbers of women in these fields while supporting the institutionalization of programs in the quantitative disciplines and targeting historically black colleges and universities. Supporting undergraduate research programs to promote meaningful research experiences for students of all backgrounds and supporting the development of

2001); see IR 021 138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Competition; *Computer Assisted Instruction; Computer Simulation; Context Effect; Grade 7; Grade 8; *Instructional Design; Junior High Schools; *Mathematics Instruction; *Mathematics Skills; Problem Solving; Secondary School Mathematics; Tables (Data)
IDENTIFIERS- Advisers; Contextual Learning

This study looked at the effect of contextual advisement and competition on transfer of mathematics skills in a computer-based instructional simulation game and simulation in which game participants helped their "aunt and uncle" fix up a house. Competition referred to whether or not the participant was playing against a computer character, and context of advisement referred to whether the participant had access to a reference book and video clips, or just the reference book. The video consisted of advice on how to solve the problem and was delivered by the "aunt and uncle." A total of 123 seventh and eighth grade students were randomly assigned to 1 of 5 conditions formed by crossing the 2 independent variables and adding a control group. Results indicated that non-competitive conditions may be best for transfer learning and that high contextual advisement (video) may promote transfer. (Contains 61 references, 7 tables, and 1 figure.) (Author)

ED 463 736 IR 021 155

Roberts, Gina; Berry, Chad; Nugent, Chris; Wentz, Karen; Cowan, Peggy; O'Gorman, Mark
Instructional Technology Innovation in the Liberal Arts Classroom: A Conversation with the Maryville College Faculty Instructional Technology (FIT) Fellows.
PUB DATE- 01
NOTE- 14p.; In: Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, TN, April 8-10, 2001); see IR 021 138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Educational Technology; Higher Education; *Instructional Development; *Material Development; *Teacher Developed Materials; *Technology Integration; *Technology Uses in Education; Web Based Instruction; World Wide Web
IDENTIFIERS- Maryville College TN

Maryville College's (Tennessee) first Faculty Instructional Technology (FIT) Fellows, who received funding and release time to develop technology-based instructional materials for their courses, are developing and implementing exciting projects in history, religion, freshman seminar, and political sciences courses. In this paper, the FIT Fellows describe their projects, share their experiences, and reflect on the impact of teaching and learning with technology. (Author/MES)

ED 463 737 IR 021 156

Fender, David L.
Student and Faculty Issues in Distance Education.
PUB DATE- 01

preservation treatment, and preservation microfilming. "Part II: Analysis of Core Data for All Reporting ARL Libraries" provides analysis of the responses without displaying the data from individual libraries. The analysis includes data from all reporting university and nonuniversity libraries. The key organizational, functional, and fiscal components that characterize preservation programs in ARL libraries and that distinguish between program levels are analyzed. "Part III: Analysis of Core Data Based on Size of Collection" provides statistical measure in four groupings by size of library. A copy of the questionnaire and a list of ARL member libraries are attached. (Contains 18 references.) (MES)

ED 463 755 IR 058 431

Du, Yunfei; Simpson, Carol
Effects of Learning Styles and Class Participation on Students' Enjoyment Level in Distributed Learning Environments.
PUB DATE- 02
NOTE- 17p.; Paper presented at the Annual Conference of the Association for Library and Information Science Education (New Orleans, LA, January 15-18, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cognitive Style; Correlation; *Distance Education; Higher Education; *Library Education; Masters Programs; Predictor Variables; *Student Participation; *Web Based Instruction; World Wide Web
IDENTIFIERS- *Enjoyment; University of North Texas

This paper reports on a study that examined students' self-reported enjoyment level as an indication of student success. A total of 169 subjects who were learning totally via the Internet were chosen from master's students in the School of Library and Information Sciences at the University of North Texas. The following questions were addressed: (1) What is the relationship between learning styles, class participation, and students' enjoyment level in distance learning? (2) If there are relationships between these variables, what is the magnitude of the relationships? (3) What predictors are most important in explaining enjoyment level variance? and (4) Among the three indicators of class participation (pages accessed, pages read, and postings), do some variables explain the dependent variable more than others? The students were asked to complete the Kolb's Learning-Styles Inventory during a face-to-face training session on World Wide Web-based learning. Subjects also reported their performance and enjoyment level of the course near the end of the term. Web Course Tool (WebCT) courseware automatically recorded student participation in terms of pages accessed, pages read, and total postings made. Multiple regression analysis found that learning styles and class participation explain students' enjoyment level. (MES)

ED 463 756 IR 058 432

Meyer, Richard W.; Mayo, Mary Jane
Alumni Outreach by University Libraries. OLMS Occasional Paper.
PUB DATE- 01
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

ED 463 775   JC 020 277

Wild, Nancy
Rogue Community College Student Satisfaction Survey, Winter 2001: Management Report. Redwood and Riverside Campuses.
PUB DATE- 01
NOTE- 51p.; For the Winter 2000 report, see ED 448 831. Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Ancillary School Services; Community Colleges; Education Work Relationship; *Educational Assessment; *Participant Satisfaction; *Student Attitudes; *Student Educational Objectives; Two Year Colleges

This document is a 2001 report on student satisfaction at the Redwood and Riverside campuses of Rogue Community College (RCC) (Oregon). Surveys were used to help assess the community college's overall effectiveness and address the needs of students. A total of 269 (120 from Redwood and 149 from Riverside) student surveys were returned--most respondents were female and continuing students with an average age of 29. Findings indicate that: (1) more respondents were satisfied with the overall experience at the Redwood campus than the Riverside campus; (2) most students were satisfied with the access to information on RCC, the service provided by financial aid officers, course offerings, counseling services, campus safety, computer labs, and the overall campus facilities; (3) students reported being least satisfied with parking, the amount of student activities, and the overall effectiveness of the Associated Students organization; and (4) most students also expressed dissatisfaction with the telephone registration system and campus bus service utilized by the college. The report includes tables that compare results from 2001 with those of 2000. The report offers recommendations for student organizations, faculty, staff, transportation, parking, and other RCC programs and services. Appendices include the survey instruments and comments from respondents. (MKF)

ED 463 776   JC 020 278

Wyoming Community College Commission Long-Term Tuition Study, 2001.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Role; *Community Colleges; *Comparative Analysis; *Educational Assessment; *Educational Finance; Educational Objectives; *Fees; Governance; In State Students; Out of State Students; *Tuition; Two Year Colleges
IDENTIFIERS- *Wyoming

The Wyoming Community College Commission conducted this study to provide guidance in establishing a long-term tuition policy for Wyoming colleges. It sampled 16 states that are members of the Western Interstate Commission for Higher Education (WICHE), via telephone surveys and questionnaires. Historical data from 1986 adds a long-term perspective. Highlights include: (1) when median family income for each state ($48,837) is compared with resident (in-district) tuition costs per credit hour, the data show that Wyoming's community colleges now charge slightly more ($47) per income dollar than most states; (2) historical tuition comparisons show Wyoming rates to be relatively low-

ED 463 796   JC 020 306

Attinasi, Louis; Hennessey, Brendan; Reece, Dee
Pima Community College Summary of 2000-2001 Student Enrollment.
PUB DATE- 02
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Educational Assessment; *Enrollment; Enrollment Trends; *Full Time Equivalency; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Pima Community College AZ

This report summarizes the annual unduplicated headcount enrollment and the annual full-time student equivalents (FTSE) generated by students in credit classes and by completers of clock-hour programs during fiscal year 2000-2001 at Pima Community College (Arizona). Highlights include: (1) Pima's total annual unduplicated headcount was 65,221 and the total annual FTSE was 18,027; (2) total college headcount was up by 7%, and total college FTSE up by 1%; (3) head count was up (2% to 173%) at all campus sites except Northwest (-3%) and the Center for Training and Development (CTD) (-8%); (4) FTSE was up at East (1%), Community (2%), the Public Safety and Emergency Services Institute (PSI) (7%), Desert Vista (10%), Northeast (256%), and Adult Basic Education (ABE) (14%); (4) FTSE was down at West (-2%), Downtown (-4%), Northwest (- 1%), and CTD (-2%); (5) FTSE was up for short-term classes (52%), summer classes (4%), and clock-hour program completers (10%); and (6) FTSE was down for open-entry classes (-27%) and traditional classes (- 1%). Includes five tables and three graphs. (MKF)

ED 463 797   JC 020 307

Van Beek, Dianne
Comparison of Final Grades between a Traditional Classroom and Learning Community Classroom at Northeast Wisconsin Technical College.
PUB DATE- 00
NOTE- 49p.; Practicum proposal, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; Active Learning; Comparative Analysis; *Cooperative Learning; *Educational Innovation; Instructional Effectiveness; *Instructional Innovation; Program Effectiveness; Program Implementation; Technical Institutes; Two Year Colleges

This study examines courses in the marketing program at Northeast Wisconsin Technical College to compare the academic performance of students in traditional and learning community classroom settings. Two sections of students, a traditional 17-week course and a block scheduled 5-week course, served as the sample in the study. The block scheduling format concentrated classroom hours to four two-and-a-half-class sessions per week. This format allowed greater flexibility in planning activities that would extend beyond traditional class periods. In addition, the block scheduled course exhibited aspects of the learning community approach; it promoted coherence in the curriculum, collaborative group work among students, and a social support system between students and the faculty. The final grades of students in these two classroom settings were basic literacy and developmental education; (4) implementing new technology that supports the teaching and learning environment; (5) having a student body that reflects the demographic characteristics of the Dallas county adult population; (6) creating a climate that affirms cultural diversity; (7) partnering with business, industry, and governmental entities; (8) providing students with the knowledge and skills needed to succeed in a global community; (9) developing programs of education and training that are adaptive to change; (10) maintaining the campus facilities to ensure that the physical environment is conducive to effective teaching and learning; (11) measuring instruction, recruitment, retention, learning outcomes, and college services and using the results for improvement; and (12) effectively utilizing allocated financial resources and pursuing opportunities to obtain additional resources. The report describes the environmental scan component of the planning process, provides an annual planning calendar, and discusses specific objectives. The appendix lists the college staff, offices, and committees responsible for developing the strategic plan. (MKF)

ED 463 817   JC 020 333

Barton, Dick
SoSHOWme: Does the Audiovisual Reinforcement of Instructional Content Really Work?
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 02
NOTE- 23p.; Presented at the Annual Technology in Education (TechEd) Conference (Long Beach, CA, February 25-27, 2002). Figures and photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Animation; *Cognitive Processes; Color; Community Colleges; Computers; Grants; *Interactive Video; Learner Controlled Instruction; Learning; *Learning Processes; Memory; Methods; *Retention (Psychology); Screens (Displays); Technology; Two Year Colleges; *Visual Aids; Visual Perception
IDENTIFIERS- *El Camino College CA

This presentation describes the student retention program designed at El Camino Community College (ECC) (California) with a soSHOWme grant. SoSHOWme is the title of a $20,000 Funds for Instructional Improvement grant awarded by the California State Chancellor's Office to measure the improvement of student retention of lecture information that has been augmented by short audio-visual bursts--"bytes" or "clips." The idea was inspired by a presentation made by Doreen Shell and Carl Kozlosky of Lakeland Community College (Ohio). At ECC, student scores on identical questions were recorded for three years prior to the soSHOWme grant. For some courses, core issues--or critical definitions and concepts--were also defined. Only 10% of the critical concepts could be addressed with audiovisual support, while some non-core issues could be addressed visually. It was proposed to measure changes in students' responses to core issues and changes in overall performance. The primary objective of soSHOWme was to increase understanding of core concepts in ECC's Computer Information Systems Introduction to Microcomputers class by 15%, and of overall concepts by 10%. Results included an overall performance improvement of 8% and core issue retention improvement ranging

(141)
DESCRIPTORS- Cooperation; *Day Care; Early Childhood Education; *Financial Support; Low Income Groups; Program Descriptions; Program Evaluation; *Program Implementation; State Programs; State Surveys
IDENTIFIERS- Access to Services; Affordability; Barriers to Implementation; *Day Care Quality; State Supported Day Care Assistance; *Subsidized Child Care Services; United States (South)

In the year 2000, the Southern Regional Task Force on Child Care was formed with representatives from 16 southern states and the District of Columbia as well as appointments from the Southern Institute on Children and Families and the Southern Growth Policies Board to collaborate in developing an action plan to improve access to child care assistance for low-income families in the southern region of the United States. This report details the work of that Task Force since its inception, including the receipt of testimony from professionals and others, the conduct of state surveys related to subsidy system policies and procedures and plan implementation, identification of barriers to child care financial assistance, development and implementation of the Action Plan, state site visits, and a regional forum. Chapter 1 serves as an introduction, summarizing the Task Force's areas of activity. Chapter 2 outlines the state site visit activities and discusses identified issues. Chapter 3 presents findings of a survey to identify the extent to which participating states have implemented the Action Plan and includes a table delineating implementation for each action step for each state. Chapter 4 highlights information presented at the Southern Regional Invitational Forum on Child Care related to the child care initiatives in participating states, barriers to implementation of the Action Plan, and opportunities for replication. Chapter 5 describes the Task Force's initial work in the area of child care program quality, and chapter 6 outlines plans to address child care quality improvements, as well as other activities planned by the Southern Regional Initiative on Child Care during 2002. The report's four appendices include: the text of the Action Plan To Improve Access to Child Care Assistance for Low-Income Families in the South; a summary chart of an analysis of legal issues; state survey contacts; and participant contacts for the regional forum. (KB)

ED 463 837 PS 030 236

Chan, Wilma
Preparing Our Children To Learn. Report of the Select Committee on California Children's School Readiness and Health.
PUB DATE- 02
NOTE- 31p.; Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Access to Health Care; Attendance; *Child Health; Dental Health; Family Programs; Health Insurance; Identification; Mental Health; Nutrition; Public Policy; *School Readiness; *State Legislation; State Programs; *Young Children
IDENTIFIERS- *California

This report of the Select Committee on California Children's School Readiness and Health, established in 2001, examines the relationship between the status of a child's health and its impact on school readiness and achievement. The report is intended to promote and facilitate continued dialogue,

Robinson, Adele; Stark, Deborah R.
Advocates in Action: Making a Difference for Young Children.
PUB DATE- 02
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Agents; *Change Strategies; *Child Advocacy; Early Childhood Education; Federal Government; Government Role; Information Dissemination; Legislation; *Legislators; Local Government; Public Opinion; *Public Policy; State Government; Young Children
IDENTIFIERS- Public Awareness

This guide offers advice on influencing public policy and educational practice to the benefit of young children and the early childhood community. Included is information on the types of advocacy; how to work with others; the basics of federal, state, and local policy; and tips on disseminating information. Following an introduction highlighting the importance of advocacy, the chapters are: (1) "The Different Kinds of Advocacy"; (2) "Building Capacity"; (3) "Knowing and Using the Legislative and Regulatory Processes"; (4) "Other Non-Legislative Opportunities for Making Public Policy"; (5) "The Advocate's Toolbox"; (6) "Getting Your Message Out"; and (7) "Nonprofit Organizations and Lobbying, Political Activity, and Voter Education." Profiles of advocacy work throughout the country highlight the accomplishments of motivated advocates. The guide concludes by asserting that advocacy efforts at every level are crucial in effecting positive change for children. Five appendices describe the structure of the federal and state governments and the role of the legislative branches, identify various legislative staff, present an excerpt from the Internal Revenue Tax Code related to tax exemptions, and list government and organizational resources for early childhood advocates. (KB)

ED 463 854   PS 030 269

Copple, Carol, Ed.
NAEYC at 75 (1926-2001): Reflections on the Past, Challenges for the Future.
PUB DATE- 01
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Child Advocacy; *Day Care; *Early Childhood Education; Educational History; Federal Legislation; *Nursery Schools; Organizational Change; Organizational Objectives; *Organizations (Groups); Preschool Education; Preschool Teachers; *Professional Associations; Professional Development; Young Children
IDENTIFIERS- *National Association Educ of Young Children; National Association for Nursery Education; *Organizational History; Public Awareness

In order to commemorate the 75-year history of the National Association for the Education of Young Children (NAEYC) and to engage current and future members in thought about the core values and principles guiding NAEYC's work and that of the National Association for Nursery Education (NANE), this book

Noting the lack of research into the effects of maternal employment on the cognitions of a young adult sample, this study examined the relationship between maternal employment and college students' beliefs about the consequences of maternal employment and their own plans for future workplace involvement. Participating in the study were 635 undergraduate college students. Subjects completed a packet of questionnaires, including the Beliefs about the Consequences of Maternal Employment for Children (BACMEC) Scale, and the Childhood Appraisal Scale designed to measure their perception of the consequences of their mother's work status; subjects also reported their mother's employment at each stage of their own development. Subjects were divided into two groups (early unemployed versus early employed) on the basis of maternal work status during their early childhood. Findings indicated that when males and females were assessed jointly, early maternal employment was significantly associated with perceptions of both the benefits and costs associated with maternal employment during their early childhood. Those whose mothers worked perceived greater benefits and fewer costs than those whose mothers had not worked during their early childhood. Males perceived fewer benefits and greater costs than females of maternal employment. (Contains 17 references.) (KB)

ED 463 872 PS 030 288

Early Childhood Longitudinal Study, Kindergarten Class of 1998-99. ECLS-K First Grade Public-Use, Child File. Data Files and Electronic Code Book. CD-ROM .
PUB DATE- 02
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Independent of family income inc,Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Achievement Gains; *Child Health; *Data; *Databases; *Elementary School Students; *Grade 1; Interpersonal Competence; Kindergarten; Longitudinal Studies; *Mathematics Achievement; Optical Data Disks; Primary Education
IDENTIFIERS- *Early Childhood Longitudinal Survey

The Early Childhood Longitudinal Study (ECLS-K), Kindergarten Class of 1998-99, selected a nationally representative sample of approximately 22,000 kindergartners in the fall of 1998 and is following these children through the end of the fifth grade. Baseline data about these children, their families, and their kindergarten programs were collected by means of telephone interviews with the children's parents or guardians and from self-administered questionnaires completed by the kindergarten teachers. Data were also gathered during an individual assessment with each child. This CD-ROM contains the complete ECLS-K first grade public-use electronic code book (ECB) and includes the data files (including the base year data) with complete documentation. The ECLS-K first grade public-use documentation is in portable document format (pdf). The ECB documentation is in chapter 8 of the user guide contained on the First Grade User Manual chapters 6 through 9.pdf file. The ECLS-K First Grade Questionnaires are pdf files contained in the Appendix A folder of the disc. Documentation included with the CD-ROM provides instructions for installation and a selected directory listing of the content of the CD-ROM. (HTH)

ED 463 873 PS 030 291

Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Noting that parents are vital partners in the educational system, this French-language handbook provides parents with information about the Grade 5 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 5 curriculum. Following introductory material, sections include: (1) "What Is Curriculum"; (2) "English Language Arts"; (3) "Language Arts in Language Programs (Immersion and Bilingual)"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Information and Communication Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Language Programs and Courses Other Than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 463 891 PS 030 327

Ce que mon enfant apprend a l'ecole. Manuel a l'intention des parents, 2001-2002: Sixieme annee (What My Child Learns in School. Curriculum Handbook for Parents, 2001-2002: Grade 6).
PUB DATE- 01
NOTE- 37p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series in English, one set for public schools and one set for Catholic schools. For the 2001-2002 public school series, see ED 461 426-436. For the 2001-2002 Catholic school series, see PS 030 167-177.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; Elementary Education; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 6; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Noting that parents are vital partners in the educational system, this French-language handbook provides parents with information about the Grade 6 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 6 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Language Arts in Language Programs (Immersion and Bilingual)"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Information and Communication Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Language Programs and Courses Other Than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with

Best Practices in School-to-Careers: The Utilities Industry.
PUB DATE- 01
NOTE- 25p.; For other "Best Practices in School-to-Careers" booklets, see ED 451 348-351 and CE 082 482-483.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Awareness; *Career Exploration; Curriculum Development; *Education Work Relationship; *Educational Practices; Educational Resources; Energy Education; *Energy Occupations; Glossaries; Internship Programs; Job Shadowing; *Partnerships in Education; Postsecondary Education; Professional Development; School Business Relationship; Science Teachers; Secondary Education; Skill Development; Teacher Improvement; Trade and Industrial Education; *Utilities; Work Experience Programs
IDENTIFIERS- National Employer Leadership Council

This document highlights the school-to-careers (STC) partnerships connecting workplace experiences to classroom learning to prepare students for successful employment in the utilities industry. First, the current state of the utilities industry and careers in the utilities industry are reviewed. Next, the following organizations and employers are profiled: (1) the National Employer Leadership Council (NELC) Employer Participation Model (a resource for employers considering involvement in STC and education and community organizations seeking ways to reach out to employers); (2) Public Service Company of New Mexico, Albuquerque (conducting career talks to cultivate awareness of the energy field); (3) Detroit Edison (providing practical hands-on experience for young people to examine how computer science, engineering, and business administration apply in the real world); (4) Xcel Energy Corporation of Minneapolis, Minnesota (offering students opportunities to shadow with employers working in electrical and natural gas operations); (5) Williams (Tulsa, Oklahoma) (providing postsecondary internships in the natural gas industry); (6) Duke Power (Charlotte, North Carolina) (enhancing the knowledge, skills, and perspectives of science teachers); (7) New York State Electric and Gas, Lansing (energizing energy curricula); and (8) UGI Utilities, Inc. (Reading, Pennsylvania) (teaching employers and the community how to become involved in career awareness and development activities in school and at work). Concluding the booklet are strategies for getting involved in STC and a glossary. (MN)

ED 463 407 CE 082 492

Marketing Technology. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
PUB DATE- 01
NOTE- 20p.; For other FasTrak ITACs, see ED 457 412 and ED 458 376-383. Small type may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Adult Education; Advertising; Business Administration; *Business Education; Career Development; Communication Skills; Competence; *Competency Based Education; Distributive Education; Economics; Employment Potential; *Employment Qualifications; Entrepreneurship;

NOTE- 66p.; Produced with the National Center for Health Workforce Information and Analysis.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Demand Occupations; Employment Opportunities; Graduate Medical Students; Health Insurance; *Health Occupations; Health Personnel; Health Services; *Labor Force; Labor Market; *Labor Needs; *Labor Supply; Policy Formation; Postsecondary Education; State Regulation; *Statewide Planning
IDENTIFIERS- California; Connecticut; Florida; Illinois; Iowa; Medicaid; Texas; Utah; Washington; West Virginia; Wisconsin

A pilot project profiled and compared the influence of the major environments of supply and demand, education, practice location and incentives, licensure and regulation, and planning and analysis on the health workforce in and among 10 states (California, Connecticut, Florida, Illinois, Iowa, Texas, Utah, Washington, West Virginia, and Wisconsin). Data were collected through telephone and mail interviews with state and higher education, professions regulation, and recruitment and retention program officials; custom tabulations by national professional trade associations and others using national databases; federal databases; site visit interviews in the 10 states; phone conversations with state and federal government officials; and literature reviews. Results of the study include individual health workforce assessments for each of the 10 pilot states and a single assessment that compares various data and influences across the 10 states. In comparing the state findings, the project concluded that typically, states pay attention to only one or two types of policies and policy environments, ignoring potential means of encouraging broader change and reform and that states have not pursued a coherent and comprehensive policy aimed at promoting a reasonable health workforce; rather the process is fragmented and lacking in long-term effectiveness. (Contains 44 references, 44 charts, and 19 tables.) (KC)

ED 463 423 CE 083 020

Falk, Ian
Integrated Model of VET Dynamics: Social and Economic Benefits for All. CRLRA Discussion Paper.
PUB DATE- 01
NOTE- 12p.; Keynote presentation at the VISTA Annual Conference "Training Culture and the VET Professional: Community Industry and Education" (Lorne, Australia, May 27-29, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Community Development; Definitions; *Economic Development; *Educational Benefits; Educational Equity (Finance); Educational Needs; Educational Planning; Educational Quality; Equal Education; Foreign Countries; Integrated Curriculum; Models; *Policy Formation; Position Papers; Postsecondary Education; Program Development; Program Evaluation; *School Community Relationship; Secondary Education; Social Capital; *Social Development; *Vocational Education; Well Being
IDENTIFIERS- Australia; Impact Studies; Learning Communities; Place Based Education; Sense of Community; *TAFE (Australia)

experience in work processes and that work will likely be included in a more reflexive shaping of life in general. (Contains 20 references.) (MN)

ED 463 440 CE 083 115

The Captain's Log. Canadian Conference on Literacy and Health: Charting the Course for Literacy and Health in the New Millennium. (1st, Ottawa, Ontario, May 28-30, 2000). Final Report.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 01
NOTE- 69p.; Published by the National Literacy and Health Program.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Adult Literacy; Allied Health Occupations; Communication Skills; Conferences; Cooperative Planning; Cultural Differences; Disabilities; Educational Planning; Educational Practices; Educational Resources; Foreign Countries; *Functional Literacy; *Health Education; *Health Promotion; Indigenous Populations; Information Dissemination; Instructional Materials; Internet; *Literacy Education; Material Development; *Partnerships in Education; Research Methodology; Resource Materials; Teacher Student Relationship; Training; Trend Analysis; World Wide Web
IDENTIFIERS- *Canada; United States

This document presents materials about and from a conference on literacy and health that was held to examine the connections between literacy and health and to provide Canadian health professionals, government representatives, literacy providers, adult learners from Canada and the United States, and other participants with practical skills and hands-on learning opportunities that could be useful in their work. The document is divided into 5 sections devoted to the following themes that served as the basis of the conference's 37 workshops and 2 sub-plenaries: (1) making health services and health information easy to use for all Canadians; (2) looking for ways to improve the training of health professionals; (3) learning more through research; (4) learning from learners; and (5) building literacy and health partnerships. Each section contains some or all of the following elements: an overview; discussions of specific issues; case studies; success stories; pertinent quotations; recommendations; and references. The following are among the specific topics discussed: (1) improving access to health services and health information; (2) identifying and helping low-literacy patients; (3) communicating clearly; (4) understanding the barriers caused by cultural differences and disabilities; and (5) research and policy trends in Canada. Lists of conference presenters and 15 World Wide Web sites are appended. (MN)

ED 463 441 CE 083 120

Assarsson, Liselott; Sipos-Zackrisson, Katarina
"What Did You Learn in School Today...?" Everyday Patterns of Classroom Interaction in Adult Education--Who Learns What?
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the European Society for Research on the Education of Adults (3rd, Lisbon, Portugal, September 13-16, 2001).
LANGUAGE- English

delivery modes on module completion rates and module pass rates (MPRs) were examined by analyzing student outcomes from the available data on module outcomes collected by Australia's National Centre of Vocational Education Research and information provided by 769 Australians (average age, 27.7 years) who had previously completed VET studies. Of those surveyed, 357 (46.4%) had been taught by flexible delivery or alternative methods of instruction and 412 (53.6%) had been taught by traditional face-to-face teacher directed methods of instruction. Although the analysis did not provide definitive answers about which strategy should be used to best ensure consistent success in terms of MPRs for all clients, it did establish that nontraditional delivery strategies are generally able to record solid performances. Both groups generally valued their training and believed that it had given them the assistance they required. The flexible delivery students cited advantages related to flexibility, whereas the traditional delivery students primarily cited advantages related to contact with others. The most common suggestions for improvement from both groups related to more structure for courses (including spending more time on revision and organizing classes differently). Twelve tables of technical data are appended. (Contains 29 tables/figures.) (MN)

ED 463 458   CE 083 151

Blandy, Richard; Freeland, Brett
Is the Stock of VET Skills Adequate? Assessment Methodologies.
PUB DATE- 00
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Annotated Bibliographies; Comparative Analysis; Curriculum Evaluation; Definitions; Education Work Relationship; Educational Demand; Educational Needs; *Educational Research; Educational Supply; Employment Qualifications; *Evaluation Methods; Foreign Countries; Job Skills; Knowledge Level; *Labor Force; Labor Market; Labor Needs; Literature Reviews; Models; Needs Assessment; Postsecondary Education; Relevance (Education); *Research Methodology; Research Needs; Research Problems; Secondary Education; *Skill Development; *Vocational Education
IDENTIFIERS- *Australia

In Australia and elsewhere, four approaches have been used to determine whether stocks of vocational education and training (VET) skills are adequate to meet industry needs. The four methods are as follows: (1) the manpower requirements approach; (2) the international, national, and industry comparisons approach; (3) the labor market analysis approach; and (4) the indicators approach. No single approach is satisfactory. An aggregate measure of the adequacy of VET skill formation has been proposed. The aggregate measure provides two ways of measuring the VET sector and two methods for ensuring genuine value. The aggregate measure entails the following principles: (1) activities contributing to the formation of VET skills must be identified; (2) identified skill formation activities should be valued by their values added; (3) values added should be summed to provide a measure of total value added by the VET sector; and (4) the annual additions to the stock of VET skills could be aggregated to provide a measure of the value of the stock of VET skills each year, and the total value of additions to stocks could complement actual annual additions to stocks.

Development; Program Development; *School Counseling; *School Counselors

Recent movements within school counseling have sought to define the duties of school counselors. A study of regional Southern California schools, which have the highest student to counselor ratios in the nation, reveals that the predominate barrier to development of comprehensive, results-based counseling programs has been cognitive rather than circumstantial. This study offers insights into the need for a paradigm shift in order to achieve school counselors' goals of gaining status as indispensable to schools. (Contains 18 references.) (Author/SLD)

ED 463 480 CG 031 641

Ettelson, Rebecca; Laurent, Jeff
Multiple-Stage Screening for the Identification of Depression among Adolescents.
PUB DATE- 02
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association of School Psychologists Convention (34th, Chicago, IL, February 26-March 2, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Anxiety; *Depression (Psychology); Diagnostic Tests; *Early Identification; Emotional Problems; *High School Students; High Schools; Mental Health; Prevention; *Screening Tests
IDENTIFIERS- *Screening Procedures

Multiple-stage screening is discussed in the context of the prevention literature. Earlier multiple-stage screening studies are presented to illustrate different goals and methods employed. A multiple-stage screening procedure is described for the identification of depression among high school students. Students in grades 9-12 (N=862) completed a three-stage screening procedure. During the first and second stages, students completed a paper-and-pencil self-report measure (Mood and Anxiety Symptom Questionnaire); the third stage involved a computer-administered clinical interview with the student. Logistical issues regarding implementing a multiple-stage screening procedure in schools are presented. The implications of cut-off scores, the comorbodity of anxiety and depression, and other issues regarding the implementation of multiple-stage screening are discussed. The presentation provides a potentially cost efficient, relatively easily implemented technique developed to identify depressed adolescents that can be applied to other emotional and behavioral concerns. (Contains 18 references.) (Author/JDM)

ED 463 481 CG 031 643

Ecstasy Use Rises: What More Needs To Be Done by the Government To Combat the Problem? Hearing before the Committee on Governmental Affairs, United States Senate, One Hundred Seventh Congress, First Session (July 30, 2001).
PUB DATE- 01
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescent Attitudes; *Adolescents; Attitude Change; Federal Legislation; *Government Role; Hearings;

DESCRIPTORS- *Crisis Intervention; *Educational Environment; Elementary Secondary Education; Emotional Response; *Program Development; *School Counseling; School Responsibility; *School Role; Student Reaction; Training; Well Being

Almost every school has had a major crisis; every school is likely to have one. Some students react with severe emotional responses--fear, grief, post traumatic stress syndrome. Moreover, such experiences and other events that threaten their sense of worth and well-being can produce the type of intense personal turmoil that leads students to think about hurting themselves or others. If no effort is made to intervene, emotional reactions may interfere with a student's school and home performance, can be imminently life threatening, or may be the start of long-term psychosocial problems. When a significant portion of the student body is affected, major facets of a school's functioning are likely to be jeopardized. This training tutorial is designed with self-directed opportunities for more in-depth learning about the specific topic of crisis assistance and prevention. It contains resources providing easy access to a wealth of organized content and tools that can be used as a self-tutorial or as a guide in training others. The tutorial is organized topically, with readings and related activities for preparation, active learning, and follow-up. (GCP)

ED 463 503 CG 031 669

Classroom Changes To Enhance & Re-Engage Students in Learning. A Center Training Tutorial.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 02
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; Elementary Secondary Education; Mental Health; Outcomes of Education; *School Culture; *Student Motivation; Student Problems; Teacher Role; Teacher Student Relationship; Training

From a psychological perspective, it is important that teachers establish a classroom atmosphere that encourages mutual support and caring and creates a sense of community. Such an atmosphere can play a key role in preventing learning, behavior, emotional, and health problems. This training tutorial is designed with self-directed opportunities for more in-depth learning about enhancing student learning through classroom changes. It is divided into three sessions on rethinking what is possible in the classroom, understanding student motivation, and general classroom practices. The tutorial is organized topically, with readings and related activities for preparation, active learning, and follow-up. (GCP)

ED 463 504 CG 031 671

Community Outreach: School-Community Resources To Address Barriers to Learning. A Center Training Tutorial.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.;

A methodology for estimating descriptive statistics, specifically the mean and the variance, from a sample that is not normally drawn is described. The method involves breaking the sample down into subgroups and weighting the descriptive statistics associated with each subgroup by the proportion of the population that the subgroup represents. This methodology is demonstrated using a data set of almost 4,000 children in Maine associated with the Reading Recovery program. After the calculation of means and variances, stanine scores for the spring administration of six literacy assessments are computed. (Author/RS)

ED 463 524 CS 510 849

Rhodes-Kline, Anne K.
Challenging Behaviors in School.
PUB DATE- 97
NOTE- 26p.; Prepared as part of the University of Maine/Maine Principals' Association Research Partnership.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Mass Media Use; Public Schools; School Culture; *Student Attitudes; *Student Behavior; Student Needs; *Television Viewing
IDENTIFIERS- Behavior Management; Research Suggestions

Challenging behaviors range from disobedience to outright physical violence in the school setting. A variety of different terms are used to describe these behaviors, including "antisocial behavior, aggression, bad behavior, difficult behavior, and problem behavior." The term "challenging behavior" was chosen for this paper because not only is the child challenging the authority of the school and/or teacher, but also because dealing with the behavior is challenging for educators. The paper will discuss what is known about challenging behaviors, why they occur, and some strategies for dealing with them. It notes that the American Psychological Association suggests that three research priorities should be addressed: research on school environment factors known to increase aggression and violence; the development and evaluation of programs that would help children resist violence; and the development and evaluation of programs to teach children and families critical television viewing skills. (Contains 26 references.) (NKA)

ED 463 525 CS 510 850

Rhodes-Kline, Anne K.
Reading Recovery Qualitative Surveys Summary Report.
SPONS. AGENCY- Maine State Dept. of Education, Augusta.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Early Intervention; Grade 1; Primary Education; *Program Effectiveness; Qualitative Research; Questionnaires; *Reading Programs; *Remedial Programs; State Programs; Teacher Surveys
IDENTIFIERS- Administrator Surveys; *Maine; Parent Surveys; *Reading Recovery Projects

Administrators, trained Reading Recovery teachers, teachers in training, classroom teachers, and parents of Reading Recovery students from across the state of Maine were asked to complete authorship. The artifacts of emerging literacy of corporate universities are described in the paper and then analyzed to better understand messages implicit about what constitutes literacy. Sources for the paper include academic and rhetorical authorities, along with writers and theorists for the business sphere. (Contains 23 references.) Appended is the "University of Pineapple Canon." (NKA)

ED 463 545 CS 510 891

Wills, Katherine V.
Assessing Sex: Who Benefits from De-Gendered Writing and Visual Rhetoric in the Computer-Mediated Classroom?
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Critical Thinking; *Feminism; Higher Education; *Student Attitudes; *Writing Instruction
IDENTIFIERS- Identity Formation; *Visual Rhetoric; Web Pages; Web Sites

Student/initiates into visual, textual, and theoretical Web-based self-constructions do not necessarily wish to be gender, race, class, or ethnicity invisible or neutral. To best teach writing and critical thinking according to her departmental objectives, one instructor felt she had to broach student's assumptions about themselves as they textually--that is, graphically and lexically--constructed their online personas. These students grew up with electronic games, television, and the hypertext of soundbytes and other texting native to electronic media, yet their forays into Web authoring seem to emanate from the colloquial and familial. Students' academic Web pages and Web texts seek to instantiate identity by iconic visual representations. This paper, while focusing on gender, does not ignore the "simultaneity of oppression" in race, class, and age. The paper focuses on how students unconsciously apply the subtext of Camille Paglia's retrofeminism as critiqued by Teresa Ebert to their gendered Web pages; what unexamined theoretical beliefs students apply to their sites; and why it is important for instructors to introduce students to a myriad of visual and conceptual possibilities for their Web authoring in undergraduate writing courses. Additionally, it addresses who might benefit from students' forays into online sexing and commodification by framing student Web authorship within Judith Butler's and Rosemary Hennessy's materialist feminism. (NKA)

ED 463 546 CS 510 892

Wills, Katherine V.
Mean E-Streets Violence beyond the Virtual: Authentic Suffering or Agitprop? Virtual Voices of Kosovo.
PUB DATE- 02
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (53rd, Chicago, IL, March 20-23, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

Do High Stakes Tests Drive Up Student Dropout Rates? Myths versus Reality. Knowledge Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Dropout Characteristics; *Dropout Rate; *Dropout Research; *Dropouts; *Educational Assessment; High Schools; *High Stakes Tests; Potential Dropouts; Test Use

This report proposes that not enough good data or research has been done to settle the debate over whether testing affects high school dropout rates. Advocates argue that the threat of missing out on a diploma or of being retained motivates students to work harder, resulting in higher academic achievement. Critics argue that failing a high school exam, being retained, or anticipating such failure can push students over the academic edge, causing them to quit school. Problems with understanding the dropout issue include inconsistencies with how dropouts are defined and reported. Testing produces information that is limited in both scope and analytical methodology. While some studies suggest broad reasons for dropping out, such as not liking school or not getting along with teachers, no causal connection has been revealed between any single factor and the decision to quit school. The report recommends that negative unintended consequences of high-stakes test programs be disclosed, that keeping accurate dropout data is important, and that states allow a fair phase-in program to allow for alignment of curriculum, teaching practice, and assessment. Research recommendations include doing more credible and extensive data collection, and implementing more longitudinal studies and causal research. (Contains 38 references.) (RT)

ED 463 566 EA 031 565

Holdzkom, David
Low-Performing Schools: So You've Identified Them--Now What? Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Educational Improvement; Elementary Secondary Education; *School Effectiveness; School Support; *State School District Relationship; Strategic Planning
IDENTIFIERS- *Low Performing Schools

This report provides information about how states identify schools that are not performing at expected levels and what some states have done to provide assistance in the improvement of these schools. Kentucky, North Carolina, and South Carolina share similarities in their approaches in that they spent time and effort in preparatory activities, developed comprehensive student testing systems that are highly correlated with state curriculum goals, and adopted a more rigorous standard of student performance than had been required under their previous testing systems. None rely exclusively on test scores for assessing schools. All schools rely on the expertise of educators from outside the low-performing school's home

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Behavior; Administrator Characteristics; *Comparative Analysis; Elementary Secondary Education; Work Environment

This study examined the executive behavior of educational administrators in schools and universities, and compared it with that of business executives. Data were obtained by tabular review of four select studies on patterns of behavior. Analytical results point to considerable similarity in the daily work realities of executives studied, in spite of differences in organizations and goals. However, when differences did emerge, they were largely due to the executive's proximity to the operational core. Executives closer to the operational core were less likely to have flexibility and control over their work than executives who had layers embedded in their organizations to shield them from the intensity of the operational core. Those closer to the operational core all faced fast-paced days that are commonly fragmented by interruptions and intense to the point that time was not scheduled for non-work-related activities, such as breaks and time for reflection. An implication from this analysis is the need to develop an understanding of how the executive's relative proximity to the core can affect the nature of his or her work. It is hoped that this study will help administrators develop an operational framework for enhancing their work. (Contains 31 references.) (RT)

ED 463 587 EA 031 614

Schneider, Mark; Buckley, Jack
What Do Parents Want from Schools? Evidence from the Internet. Occasional Paper.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Smith Richardson Foundation, Inc., Greensboro, NC.
PUB DATE- 02
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Equal Education; Internet; *Parent Attitudes; Parent Background; *Parents; *School Choice

One of the most contentious policy areas in the United States today is the expansion of school choice. Although many dimensions of parental choice behavior have been analyzed, perhaps the most enduring questions center on the aspects of schools parents prefer and how these preferences will affect the socioeconomic and racial composition of schools. Using Internet-based methodological tools, parental preferences (revealed through information-search patterns) were studied and compared to the standard findings in the literature, which are based largely on telephone interviews. Based on this evidence, it is suggested that unfettered choice may lead to undesirable outcomes in the distribution of students, and it may also lead to reduced pressure on schools to improve academic performance. Stratification may increase if parents with higher levels of education are more likely to exercise choice than less-educated parents and more likely to engage in search activity to gather information about their options. The task facing advocates of choice is to design a system that can produce a socially acceptable tradeoff between a more efficient school system and one that mixes together children of different races and identified by research and to serve as a resource for teachers and parents. The anthology is divided into eight topical sections, each of which includes a personal story or vignette and a summary of best practices related to the topic. The eight sections address the following best practice areas: (1) belonging; (2) self-determined lives: values, planning, and transition; (3) collaborative teaming and systems change, working together for change; (4) teaching and learning; (5) life activities, adaptations, and supports; (6) communication; (7) positive behavioral supports; and (8) sensory experience. (Contains approximately 100 references.) (DB)

ED 463 607 EC 308 897

McCallister, Corliss Jean; Kennedy, Robert L.
Teaching Basic Statistics to a Student Who Is Blind.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Blindness; Case Studies; College Students; Congenital Impairments; Higher Education; *Kinesthetic Methods; *Mathematics Instruction; Number Concepts; *Statistics; Tactual Perception; *Teaching Methods

This case study describes a congenitally blind undergraduate student who successfully completed a basic statistics course. Accommodations specific to his blindness included: a textbook on tape and review tapes before examinations; a talking calculator; graphs made on Braille paper and other tactile teaching aids. Affective problems encountered included overcoming low mathematical self-efficacy while cognitive problems were classified as conceptual, computational, experiential, practical, and symbolic. Among instructional strategies successfully used to overcome these cognitive difficulties were: (1) kinesthetic explanations for standard derivation; (2) cardboard curves with rubber bands for teaching problems related to areas under the normal curve; (3) very small data sets when introducing new concepts; and (4) one memorable problem for each formula studied. Teachers and tutors of students who are blind or visually impaired are urged to choose accommodations based on the type and severity of visual disability, individualize instruction based on student preferences, and perform continuous formative assessments followed by instructional adjustments. (Author/DB)

ED 463 608 EC 308 898

Core Curriculum Content Standards for Students with Severe Disabilities.
PUB DATE- 00
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Core Curriculum; *Daily Living

Information Processing; *Learning Disabilities; Learning
Processes; Memory; *Recall (Psychology); *Teaching Methods

This paper argues that successful programs for students with learning disabilities provide ongoing, intensive, explicit, and direct instruction in learning strategies that enable students to become independent learners. It then describes SMARTER teaching, a method developed to help teachers shift their approaches to teaching to make them more sensitive to the information processing needs. SMARTER is an acronym for a series of instructional steps that, when implemented, provide a framework for selecting accommodations that can address information processing differences. The steps include: (1) Shape critical questions that students should be able to answer to capture the essence of the lesson; (2) Map the critical content by drawing a content map of the information that the student will need to know to answer the questions; (3) Analyze difficulties students could encounter in processing the information; (4) Reach enhancement decisions using the critical questions and the content map; (5) Teach strategically by informing students about accommodation tactics or devices that have been selected and involving them in creating and using the device; (6) Evaluate mastery of the information; and (7) Revisit outcomes to ensure that students are able to answer the critical questions. A chart is provided that lists accommodations for instructional goals. (CR)

ED 463 627   EC 308 925

Hopper, Margaret F.
The Implications of Accommodations in Testing Students with Disabilities.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Accommodations (Disabilities); Academic Standards; *Disabilities; Educational Assessment; Elementary Secondary Education; Student Participation; *Test Format; *Test Length; Test Reliability; *Test Validity; Testing; *Testing Problems; Tests
IDENTIFIERS- Testing Accommodations (Disabilities)

This paper provides an overview of the types of testing accommodations used for students with disabilities and presents arguments for and against their use. It begins by discussing student participation in educational assessments and federal requirements concerning the participation of students with disabilities. The types of accommodations are then reviewed, including: (1) presentation accommodations, described as changes made to the presentation of the test or test directions such as large print versions, Braille versions, sign language translations, or reading aloud; (2) response accommodations, described as changes made to the way students respond to a test question or prompt, such as allowing a student to indicate an answer by pointing or gesturing, using a scribe to record written answers, and technological recording methods; (3) setting accommodations, described as changes to the testing environment or location, such as administering the test in small groups, individually, or even at a student's home; and (4) scheduling accommodations, described as changes in the timing or scheduling of testing such as extending the length of given time for the test to be completed and allowing testing breaks. The paper concludes with a review of arguments for and against testing accommodations. (CR)

This book is designed to help Peace Corps Volunteers figure out how they learn best and how they can capitalize on this to learn a new language. It teaches volunteers to identify and reflect on their learning style, attitudes, and motivation; organize their learning; and experiment with various strategies and tools for learning a language on their own. The 12 chapters include the following: (1) "Introduction"; (2) "What Successful Language Learners Do"; (3) "Cultural Aspects of Language and Communication"; (4) "Motivation"; (5) "Learning Styles"; (6) "Setting Goals and Learning Objectives"; (7) "A Learning Plan for Any Topic"; (8) "Using a Language Learning Notebook"; (9) "Assessing Progress"; (10) "Learning with a Language Helper"; (11) "Using a Tape Recorder"; and (12) "Suggestions and Strategies for Communication" (listening, speaking, reading, writing, vocabulary building and memorization, grammar, and pronunciation). The six appendixes include the Language Learner's Proficiency Scale, Betsy's Story: A Tea Time Lesson, common questions about language learning, formal language notebook pages, and a blank daily grid. (Contains 11 references.) (SM)

ED 463 650   FL 027 213

Wu, Siew-Rong
Journal-Writing in University Pleasure-Reading Activities.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; Creative Writing; *English (Second Language); Foreign Countries; Higher Education; *Journal Writing; *Literature Appreciation; Novels; *Reading Writing Relationship; Recreational Reading; Second Language Instruction; Short Stories; *Student Journals; Student Motivation; Thinking Skills; *Writing Skills
IDENTIFIERS- *Story Writing; Taiwan

This study used journals and image notebooks to examine English as a Foreign Language (EFL) university students' cognitive skill development as they completed pleasure-reading activities that preceded creative writing tasks. Participants were freshmen at Taiwan's National Yang-Ming University who were enrolled in an English reading and writing course. Students completed a short story project in which they chose mystery novels, detective novels, or other novels to read for pleasure. This pleasure-reading activity was designed to facilitate their intrinsic motivation. To put the theory of the writing-reading connection into practice, the researcher observed and analyzed these student writers' journals, image notebooks, and final learning assessments, investigating their cognitive development in reading and writing. Results found that students were successfully empowered to create their own short stories by using the writing skills they learned both in and out of class from extensive reading of mystery or detective stories. (SM)

ED 463 651   FL 027 214

Tuzi, Frank
E-Feedback's Impact on ESL Writers' Revisions.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (TESOL) (St. Louis, MO, February 27-March 3, 2001).
LANGUAGE- English

ED 463 670 FL 027 234

Ho, Kwok Keung, Ed.
New Horizons in Education, 2001.
PUB DATE- 01
NOTE- 244p.; Published twice per year.
LANGUAGE- Chinese; English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Art Education; Career Development; Child Development; *Chinese; Computer Uses in Education; Curriculum Development; Developmental Stages; Early Childhood Education; Elementary Secondary Education; Equal Education; Evaluation Methods; Faculty Development; Foreign Countries; Higher Education; Information Technology; Inservice Teacher Education; Integrated Curriculum; Intelligence Tests; Interpersonal Competence; Moral Values; Multiple Intelligences; Reading Instruction; Remedial Instruction; Research Methodology; Science Instruction; Student Attitudes; Student Behavior; Teaching Methods; Whole Language Approach
IDENTIFIERS- Accelerated Schools; Binet Simon Intelligence Scale; Chinese Literature; Comparison Process; Emotional Intelligence; Hong Kong; National Identity

Articles in the May 2001 issue include the following: "Utilizing the Approach of Educational Evaluation on the Methodology of Research on Modern and Contemporary Chinese Literature" (Chun Kwong Wong); "An Examination of the Binet Intelligence Test and Multiple Intelligence Constructs" (Kwok Cheung Cheung); "Developmental Change on the Duration of Undergraduate Programme in Hong Kong" (Siu Wai Wu); "Direct-Granted Primary and Secondary Schools with 'Through Train Model' and Equal Opportunity of Education" (Maggie Fung Leun Lau); "The Moral Values of a New Generation: An Investigation of the Moral Landscape of Students in the PRC's Coastal Regions" (Feng Luo); "The Implementation and Extension of Whole Language Writing Project" (Che Ying Kwan); "The Use of Comparison Teaching Method in the Teaching of Chinese" (Hon Kwong Chow); "Does General Studies Help Pupils Develop Their Natural Identity in HKSAR?" (Lai Wah Wong Yu); "The Issues of Developmentally Appropriate Curriculum: Relevance and Application to the Early Childhood Curriculum in Hong Kong" (Paul Shu Sing Wong); "Information Technology in Learning and Teaching: Digital Video Clip Resources Bank" (Winnie Wing Mui So, Hing Keung Hung, and Siu Cheung Kong); "Transforming Extensive Reading Lessons" (Gertrude Tinker Sachs); and "Brief Critique on the Design of 'Accelerated Schools' and Its Practicality in Hong Kong from Both a Leadership and Cultural Perspectives" (Alan Ping Yan Chow). The November 2001 issue contains: "Emotional Intelligence, Students' Attitudes towards Life and the Attainment of Education Goals: An Exploratory Study in Hong Kong" (Chi Sum Wong, Ping Man Wong, and So Ling Chau); "Higher Education Pursuit as the Key to Career Advancement: An Exploratory Attitudinal Research Study" (Kenneth Chee Kwong Chao and Winnie Ngai); "The Issues Encountered in Information Technology Education: A Case Study of Three Secondary Schools in Hong Kong" (Hong Kin Kwok); "The Hong Kong 'Bird-Caged Arts Education' Needs Substantiate Improvement" (Shu Tak Yu); "On the Views of the Participants of Putonghua Teachers Inservice Training Course towards Action Research" (Che Ying Kwan); "A Study of the Hong Kong Primary General Studies as an Integrated Curriculum: Theory and Practice" (Joe Tin Yau Lo and Irene Nga Yee Cheng); "A Survey of the Chinese Language Remedial Teaching in Hong Kong Secondary Schools" (Kit Ling Lau); "A Preliminary

Voices: Assessing Students' Perceptions of Campus Community (William M. McDonald); and (8) Conclusion: Final Reflections and Suggestions for Creating Campus Community (William M. McDonald and Associates). The afterword, by Parker J. Palmer, is titled The Quest for Community in Higher Education. Each chapter contains references. (SLD)

ED 463 692 HE 034 811

Diekema, Anthony J.
Academic Freedom and Christian Scholarship.
PUB DATE- 00
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Freedom; *Christianity; *Church Related Colleges; *College Faculty; Higher Education; Literature Reviews; Private Colleges

This book reflects on the scholarly literature on academic freedom and the personal experience of an educator with 20 years experience as a college president. The book offers a balanced approach which develops a working definition of academic freedom, assesses the threats it faces, acknowledges the significance of academic freedom, and explores educational policy implications for Christian colleges. The chapters are: (1) Introduction; (2) The Search for Definition; (3) Threats to Academic Freedom; (4) Academic Freedom in the Context of Worldview; (5) Policy Development in the Christian College: Modest Proposals; and (6) Reflections: Toward an Ethos of Freedom. An appendix contains the expanded mission statement for Calvin College. (Contains 254 references.) (SLD)

ED 463 693 HE 034 812

Fincher, Cameron; Keller, George; Bogue, E. Grady; Thelin, John R.
One Hundred Classic Books about Higher Education: A Compendium and Essays.
PUB DATE- 01
NOTE- 73p.; Cover title, "100 Classic Books about Higher Education: A Compendium and Essays."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Books; *Colleges; *Higher Education; Literature

This compendium by four professors and longtime students of higher education lists what they regard as 100 of the most influential books about U.S. colleges and universities in the 20th century, although they cannot be considered "the" classics. Following the annotated list, these essays provide commentary: (1) The Changing World of Books about Higher Education (Cameron Fincher); (2) Searching for the Soul of American Higher Education (E. Grady Bogue); and (3) Selecting Higher Education's Greatest Hits: Commentary from the Cutting Room Floor (John R. Thelin). A title index is included. (SLD)

ED 463 694 HE 034 813

Nuwer, Hank
Wrongs of Passage: Fraternities, Sororities, Hazing, and Binge Drinking.
PUB DATE- 99
NOTE- 322p.

yield management tools and recruitment strategies for minority high school students are also recommended. (Contains 3 graphs and 38 references.) (SLD)

ED 463 715   HE 034 838

Watson, Lemuel W.; Terrell, Melvin C.; Wright, Doris J.; Bonner, Fred A., II; Cuyjet, Michael J.; Gold, James A.; Rudy, Donna E.; Person, Dawn R.
How Minority Students Experience College: Implications for Planning and Policy.
PUB DATE- 02
NOTE- 132p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Coping; *Diversity (Student); *Educational Environment; Educational Experience; Higher Education; *Minority Groups; *Multicultural Education; Outcomes of Education; Student Attitudes; *Student Experience

Through a qualitative study involving seven colleges and universities considered national models of commitment to diversity, this book presents the views and voices of minority students on what has been achieved and what remains to be done. The chapters are: (1) Defining Multiculturalism; (2) Institutional Characteristics and Profiles; (3) Research Methods and Procedures for Inquiry; (4) Reality of Campus Culture; (5) The Lack of Multiculturalism and How It Affects Students; (6) Coping, Involvement, Identity, and Educational Outcomes; and (7) Discussions, Conclusions, and Suggestions. Six appendixes contain forms used in the study, including a consent form. (Contains 73 references.) (SLD)

ED 463 716   HE 034 839

Herman, Peter C., Ed.
Day Late, Dollar Short: The Next Generation and the New Academy.
PUB DATE- 00
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Change; *Educational Environment; Higher Education; *Literary Criticism; *School Culture
IDENTIFIERS- *Critics

The chapters of this book explore how recent changes in university culture and administration have affected and will continue to affect the next generation of literacy critics. Following an introduction, 60s Theory/90s Practice by Peter C. Herman, the chapters are: (1) The Posttheory Generation (Jeffrey Williams); (2) Stars, Tenure, and the Death of Ambition (Sharon ODair); (3) Phantom Narratives: Travel, Jobs, and the Next Generation (Terry Caesar); (4) To Boldly Go Where No MLA Has Gone Before (Crystal Bartolovich); (5) Its a Beastly Rough Crowd I Run with: Theory and the New University (Kali Tal); (6) Breaking the Monopoly: The Next Generation and the Corporate Academy (Jesse G. Swan); (7) New Technology and the Dilemmas of the Posttheory Generation: On the Use and Abuse of Computer and Information Technology in Higher Education Today (Jeffrey R. Di Leo); (8) Theory after the Theorists? (Neil Larsen); (9) Words, Words, Words (David Galef); (10) Contextualizing Contexts: Cultural Studies, Theory, and the Profession/Past and Future (Barbara Riebling); (11) After the Deluge: Rethinking Ethical Interpretive Claims (Susan

NOTE- 13p.; In: Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, TN, April 8-10, 2001); see IR 021 138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Distance Education; *Educational Technology; Graduate Study; Higher Education; Instructional Design; *Instructional Development; Occupational Safety and Health; Student Needs; Student Surveys; Teacher Surveys
IDENTIFIERS- Course Development; *Technology Utilization

Occupational safety and health faculty and occupational safety and health professionals (i.e., the potential audience for graduate level distance education programs) were surveyed to determine the considerations for a distance education-based graduate occupational safety and health program. Findings are reported related to the demand for distance education, program attributes necessary for students, and faculty issues. Adequate time is the largest issue for potential students. Faculty need to be sufficiently trained in pedagogy, technology, and communications so that they have the same comfort level with this method of instruction as they do for the more familiar classroom. Additionally, technical and instructional support personnel need to be readily available to work with the faculty and support course development. Recommendations include: (1) institutions need to be clear in marketing about what is expected of students and what distance education is; (2) technology should never get in the way of instruction; (3) considering the needs of distance students must be a primary concern; (4) faculty should be encouraged to participate in delivering courses via means of distance education; and (5) further research needs to be focused on specific technologies and pedagogical issues in distance education in order to develop best practices for course delivery. (Contains 12 references.) (MES)

ED 463 738 IR 021 157

Thoms, Karen; Motin, Susan
Copyright: Fair Use or Foul Play.
PUB DATE- 01
NOTE- 6p.; In: Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, TN, April 8-10, 2001); see IR 021 138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Access to Information; *Copyrights; *Fair Use (Copyrights); Federal Legislation; Higher Education; Information Technology; Internet; *Legal Responsibility; Library Services; Nonprint Media; Printed Materials
IDENTIFIERS- Library Reserve

This paper discusses copyright issues for educators. The Fair Use Doctrine is described, focusing on the following points that must be evaluated before determining Fair Use: (1) purpose and character of work; (2) nature of the copyrighted work; (3) amount and substantiality; and (4) effect upon potential market. Other topics covered include faculty perspectives of copyright (e.g., reserve materials, non-print materials, Internet, videotaping, and course packets), student

DESCRIPTORS- *Academic Libraries; *Alumni; *Alumni Associations; Foreign Countries; Higher Education; Interviews; Library Associations; *Library Development; *Library Extension; Library Surveys; *Outreach Programs; Role; World Wide Web
IDENTIFIERS- Association of Research Libraries; Canada; United States; *Web Sites

This report describes the University Library Alumni Outreach Research Project. The goals of the project were twofold: to describe and analyze alumni outreach initiatives currently offered by university libraries belonging to the Association of Research Libraries (ARL) as well as the alumni programs and services offered by the universities themselves through traditional organizations such as university alumni associations; and to identify possible future initiatives that might be meaningful to university alumni along with noteworthy examples of technological or programmatic innovation. Phase One comprised a comprehensive survey of the World Wide Web sites of the 112 ARL academic library members to identify pertinent links for alumni outreach and to canvass library development efforts. This phase also included an examination of parent university home pages to identify alumni outreach initiatives stemming from university development organizations such as alumni associations. Results were used to identify issues regarding the actual importance, value, and context of alumni outreach initiatives within each university and to construct an interview instrument to address these issues. The goal of Phase Two was to identify and describe, through phone interviews with university librarians, deans, and directors, the general state of library-sponsored alumni outreach within each of the universities, any planned alumni programs and services, areas of potential future innovation, and general perceptions regarding the current and future role of alumni in the life and vigor of the university library. (Contains 18 references.) (MES)

ED 463 757 IR 058 433

Mohlhenrich, Janice, Comp.
Preservation and Digitization in ARL Libraries. SPEC Kit.
PUB DATE- 01
NOTE- 134p.; Each SPEC Kit contains an executive summary of the survey results (previously printed as the SPEC Flyer). Published six times per year.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; Library Administration; Library Associations; Library Funding; Library Materials; Library Personnel; *Library Services; Library Surveys; *Preservation; Questionnaires; *Research Libraries
IDENTIFIERS- Association of Research Libraries; Canada; *Digitizing; United States

This SPEC (Systems and Procedures Exchange Center) Kit is based on a survey of Association of Research Libraries (ARL) member libraries in June 2000. The goal of the survey was to identify issues to be addressed and actions ARL might take to advance the preservation goals of the members. The survey was designed to gather data on recent changes, successes, and challenges to preservation programs, staffing and funding patterns for preservation, staffing and funding patterns for digitization efforts, and trends in managing preservation programs. A total of 87 libraries responded to the survey. A copy of the tuition and fees for resident in-district students have been consistently below the sample's average; (3) states in the west, especially WICHE states, have the most affordable community colleges in the nation; (4) whereas the resident tuition for Wyoming is approaching the WICHE average; tuition and fees for nonresidents maintains significant cost differences as time goes on--students from outside the WICHE region often state that their primary reason to enroll in Wyoming colleges is affordability; and (5) while WICHE colleges charge an average of $5,023 in annual tuition and fees for nonresidents, Wyoming charges only $3,690. Appendices include statistical tables and the survey instrument. (MKF)

ED 463 777 JC 020 279

Shields, Jennifer A.
PVCC Minority Enrollment Report, Fall Semester 2001. Research Report.
PUB DATE- 02
NOTE- 22p.; For the Fall Semester 2000 report, see ED 452 935.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Asian American Students; *Black Students; College Role; Community Colleges; Educational Assessment; *Enrollment; *Hispanic American Students; *Minority Groups; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- Piedmont Virginia Community College

This is a report on minority student enrollment during the fall 2001 semester at Piedmont Virginia Community College (PVCC). The report is designed to display longitudinal minority enrollment data and trends in order to assist future minority student recruitment and retention. Results show that the total enrollment of minority students attending PVCC dropped for the first time in 4 years. The minority enrollment at PVCC rose from 700 in 1998 to 872 in 2000; however, only 803 minority students enrolled in 2001. More than one-third of all minority students at PVCC are African American, with Asian and Hispanic students being the next two largest groups, respectively. More women attend the community college across all racial distinctions, with African American students showing the biggest gender difference in attendance. The average age for minority students is 27 years. Results also show that most minority students reside in proximity to the community college, and that most are part-time and returning students. The number of new and transfer minority students to the college are low compared with previous years. Further, the number of African-American students in transfer, technical, and occupational programs declined in 2001, while the other minority groups' participation remained steady. (MKF)

ED 463 778 JC 020 280

Bers, Trudy
Study of Parkland College Core Values.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; College Role; Community Colleges; Faculty College Relationship; *Organizational Objectives; *Student Attitudes; Student College Relationship; *Teacher Attitudes; Two Year Colleges; *Values

considered to examine academic performance. The results of the study showed that the learning community classroom produced more above-average work while the traditional classroom displayed a wider range of scores. Statistical analysis of the data concluded, however, that there was no statistically significant difference between the final grades of students from the two classroom formats. (Contains 20 references and 3 appendices.) (JCC)

ED 463 798 JC 020 308

Prather, George
A Note on Transfer Rates: Creating a Best Estimate.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); College Transfer Students; *Community Colleges; Data Collection; *Educational Research; *Evaluation Methods; *Student Educational Objectives; *Transfer Rates (College); Two Year Colleges
IDENTIFIERS- *Los Angeles Community Colleges CA

This document is a report from Los Angeles community colleges on how community colleges may better determine the transfer rates of their students. The proposal states that, due to problems with data collection, calculating a community college's transfer rate is not easy. The California Postsecondary Education Commission (CPEC) reports the number of community college transfers entering a California State University (CSU) or University of California (UC) institution each fall. However, these figures do not disclose the number of transfers in the spring or the number of transfers to private or out-of-state institutions. Furthermore, the transfer rate is usually calculated using the total or full-time student enrollment of the community college as the denominator, which is not an accurate figure since a lot of students who enroll in community colleges attend part-time and do not intend to transfer. This report argues that the best way to estimate a community college's transfer rate is to divide the number of students who enter community college with the intent to transfer from the total of actual transfers along with estimates for overlooked or missing transfers. (MKF)

ED 463 799 JC 020 313

Carter, Patricia; Alfred, Richard
Making Change Happen: 1998/99 Critical Issues Paper.
PUB DATE- 99
NOTE- 43p.; For the 1997 Critical Issues Paper, see ED 438 886.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Community Colleges; Competition; Educational Change; Educational Technology; *Organizational Change; Organizational Development; Organizational Objectives; Organizational Theories; Performance; *Resistance to Change; *Strategic Planning; Two Year Colleges

This monograph suggests that many of the fundamental aspects of the design and delivery of education are changing radically. At the same time, three forces are converging to destabilize educational institutions: a new generation of learners is from -9% to 39%. (NB)

ED 463 818 JC 020 334

Phinney, Lisa; Schoen, Mary Kay; Hause, Ellen
Community College Engagement in Community Programs and Services. AACC Research Brief.
PUB DATE- 02
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *College Role; *Community Colleges; *Educational Assessment; *Educational Objectives; Lifelong Learning; Outcomes of Education; *Partnerships in Education; Program Implementation; Two Year Colleges

This document is a report on a 2001 national survey of community colleges conducted by the American Association of Community Colleges (AACC). The survey was designed to identify various community service programs that community colleges administered, partnered, or sponsored. The study surveyed 1,067 community colleges, with 363 colleges (34%) responding. Results indicated that community colleges were engaged in a variety of community service programs and projects. Some colleges offered facilities to house community service programs. Other colleges offered leadership workshops, health screenings, diversity programs, and cultural art events. More than 80% of the responding community colleges mentioned community service in their mission statements. Over 60% of the respondents actively encouraged students to participate in community service projects. Some colleges offered students volunteer referral and college credit for volunteer work. Many colleges partnered with other organizations in joint community service efforts. The colleges also partnered with local and state governments, healthcare providers, non-profit organizations, law enforcement agencies, K-12 schools, and churches. Colleges offered programs targeted to youth and senior citizens. Their main goal was to offer lifelong learning opportunities to the community. The report includes Web site information and provides numerous tables. (MKF)

ED 463 819 JC 020 335

Operating Budget Appropriation and Supporting Technical Data for the Illinois Public Community College System, Fiscal Year 2002.
PUB DATE- 01
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgets; *Community Colleges; *Educational Finance; Fees; Grants; Income; *Operating Expenses; *Resource Allocation; Tax Allocation; Tuition; Two Year Colleges
IDENTIFIERS- *Illinois Community College System

This document provides detailed tables of the operating budget appropriation for the Illinois public community college system for fiscal year 2002. This document reflects final audited data and revised decision criteria affecting the appropriation for the community college system. Figures detailed in this report include basic instruction resource requirements, $1,065,115,611; public service resource requirements, $139,860,478; total resource requirements, $1,213,253,311;

exploration, and research on student health and academic achievement, while putting forward a package of legislative initiatives. Information was collected through a case study of the relationship between absenteeism and academic performance in four low-performing schools. Findings of that study indicated that healthy children attended school more regularly. Additionally, 7 months of hearings and roundtables were held to gather input from parents, teachers, physicians, and others about issues, concerns, and best practices dealing with children's school success and health. Topics included dental health, nutrition, pediatric assessments, mental health, and access to health care. One theme dominating the hearings was the lack of a seamless system of health services and support programs. Mental health issues were also mentioned at every hearing. Based on the findings of the case study and hearings, this report presents recommendations in seven areas: (1) seamless services for children and families; (2) physical health; (3) dental care; (4) access to health care and coverage; (5) mental and emotional health; (6) early childhood assessments; and (7) nutrition. The report concludes with descriptions of three family-friendly models of service, the agenda for the hearings, and a list of resources. (Contains 24 endnotes.) (KB)

ED 463 838   PS 030 238

Barnow, Burt S.; Stapleton, David C.
An Evaluability Assessment of Responsible Fatherhood Programs. Final Report.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.; Ford Foundation, New York, NY.
PUB DATE- 97
NOTE- 156p.; Project Officers were Linda Mellgren and Ronald Mincy.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; Data Collection; Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Evaluation Problems; *Fathers; Formative Evaluation; Management Information Systems; *Parents; Program Descriptions; *Program Effectiveness; *Program Evaluation; Program Implementation; Sampling; Summative Evaluation
IDENTIFIERS- Evaluability Assessment

Noting the paucity of information on the effectiveness of the growing numbers of programs promoting responsible fatherhood, this report examines the evaluability of responsible fatherhood programs. The report provides policymakers with an evaluation design for use with a variety of responsible fatherhood programs, and gives direction to organizations supporting or conducting such evaluations. Activities informing the report included interviews with experts, a literature review on fatherhood issues, site visits to five programs, and input from experts on program evaluation. Chapter 1 of the report presents the aims of the fatherhood program, describes components of program evaluation, and discusses program readiness for evaluation. Chapter 2 describes procedures for conducting a process evaluation, including analysis and reporting. Chapter 3 discusses major design choices made in planning an impact evaluation. Chapter 4 describes potential outcomes of fatherhood interventions, suggests specific measures, and discusses difficulties that may be encountered while developing outcome measures. Chapter 5 includes a discussion of how and shares the history of these organizations. The book affirms the fundamental mission to work on behalf of all young children, and encourages a renewed commitment to young children and their families. Part 1, "Understanding Context," lists milestones in early care and education alongside highlights of NAEYC's development and presents the story of the Association's first 50 years. Part 2, "Learning from NAEYC's Past," examines NAEYC's recent history with a focus on the three goals driving the Association's work: building a strong organization, improving early childhood professional practice, and building public understanding and support for high quality programs. Part 3, "Looking Forward," focuses on the future of the Association and its mission, presenting principles for effective organization and offers questions to be addressed in improving work on behalf of all children. Quotations from past and present NAEYC leaders appear throughout the book as well as special features on NANE/NAEYC membership growth, the Association's headquarters, affiliate groups, information exchanges among early childhood professionals, publications, conferences, public education strategies, and advocacy milestones. The book's appendix compiles brief descriptions of the NANE/NAEYC presidents and the terms they served between 1926 and 2001 and a list of the NANE/NAEYC governing board members from the organization's inception. (KB)

ED 463 855 PS 030 270

Jones, Elizabeth; Evans, Kathleen; Rencken, Kay Stritzel
The Lively Kindergarten: Emergent Curriculum in Action.
PUB DATE- 01
NOTE- 169p.; Produced with Carolyn Stringer and Marsha Williams.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Change Strategies; Classroom Environment; Constructivism (Learning); *Culturally Relevant Education; Curriculum Development; *Developmentally Appropriate Practices; *Kindergarten; Kindergarten Children; *Preschool Curriculum; *Preschool Teachers; Primary Education; Standards; Student Evaluation; Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Emergent Curriculum; Learning Communities

Noting the challenges presented for kindergarten teachers by current demands for accountability based on standardized measures that ignore diversity, this book presents ideas for implementing a developmentally-appropriate kindergarten curriculum within the constraints of American public schools. Following introductory remarks, the book is organized into four sections. Section 1 presents an overview of emergent teaching. Section 2 presents the stories of four kindergarten teachers, along with sections reflecting about the events in those and other teachers' stories in order to build a collective theory regarding the emergent curriculum for kindergarten students. Section 3 addresses factors related to implementing the emergent curriculum, including the classroom setting, teacher behaviors that support the emergent curriculum, building a community of learners, and assessment of learning. Following each chapter in this section are reflections providing another perspective on the content. Section 4 discusses issues related to working with colleagues to advocate for change. (Contains 168 references.) (KB)

Gauld, Laura; Gauld, Malcolm
The Biggest Job We'll Ever Have: The Hyde School Program for Character-Based Education and Parenting.
PUB DATE- 02
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Child Rearing; *Children; Family Environment; Parent Child Relationship; Parent Education; *Values; *Values Education
IDENTIFIERS- *Character Development; *Character Education

Asserting that character is inspired rather than imparted, this book for parents presents a new paradigm for reconnecting education with core values. The book argues that true education for our children springs not just from seeking good grades and achievements but from reestablishing a true commitment to character, attitude, and a sense of purpose. The Hyde School program described emphasizes ten core beliefs--the school's 10 priorities--that address how families can find the right balance between character and achievement. The first part of the book presents fundamentals of character education and describes the Hyde School in Bath, Maine, founded with an alternative focus on courage, integrity, leadership, curiosity, and concern. The second part of the book details the 10 priorities of the school and how parents can apply them in their families: (1) truth over harmony; (2) principles over rules; (3) attitude over aptitude; (4) set high expectations and let go of outcomes; (5) value success and failure; (6) allow obstacles to become opportunities; (7) take hold and let go; (8) create a character culture; (9) humility to ask for and accept help; and (10) inspiration: job 1. The concluding chapter elaborates on the premise: "If you want your children to be people of character, you need to be working on your own character on a regular basis." (KB)

ED 463 874   PS 030 292

McDonald, Thomas P.; Brook, Jody
Counting Kids: The Changing Face of Kansas Children. 2000 Census Brief.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 02
NOTE- 17p.; Also made possible by a grant from the United Methodist Health Ministry Fund.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Children; Community Resources; Counties; *Demography; Multiracial Persons; Population Distribution; *Population Trends
IDENTIFIERS- Indicators; *Kansas

This Kids Count census brief is the first in a series to offer policymakers concise glimpses of Kansas' children and families. The brief's introduction notes significant changes in the child population during the past decade: approximately one-half of Kansas' child population is concentrated in five counties; the state's child population grew by 8 percent, but the relative proportion of children in the population remained stable; although many counties experienced a decline in the birth-to-a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 463 892 PS 030 328

Ce que mon enfant apprend a l'ecole. Manuel a l'intention des parents, 2001-2002: Septieme annee (What My Child Learns in School. Curriculum Handbook for Parents, 2001-2002: Grade 7).
PUB DATE- 01
NOTE- 40p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series in English, one set for public schools and one set for Catholic schools. For the 2001-2002 public school series, see ED 461 426-436. For the Catholic school series, see PS 030 167-177.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 7; Health Education; *Junior High School Students; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

Noting that parents are vital partners in the educational system, this French-language handbook provides parents with information about the Grade 7 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 7 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health and Personal Life Skills"; (8) "Information and Communication Technology"; and (9) Optional Courses in Career and Technology Studies, Fine and Performing Arts, Language Programs and Courses Other Than English, and other courses such as Environmental and Outdoor Education and Ethics. Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 463 893 PS 030 329

Ce que mon enfant apprend a l'ecole. Manuel a l'intention des parents, 2001-2002: Huitieme annee (What My Child Learns in School. Curriculum Handbook for Parents, 2001-2002: Grade 8).
PUB DATE- 01
NOTE- 40p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series in English, one set for public schools and one set for Catholic schools. For the 2001-2002 public school series, see ED 461 426-436. For the 2001-2002 Catholic school series, see PS 030 167-177.
LANGUAGE- French

Ethics; Information Management; Information Technology; Integrated Curriculum; Interpersonal Competence; *Job Skills; Law Related Education; Laws; Marketing; Merchandising; Money Management; Occupational Clusters; Postsecondary Education; Professional Development; Salesmanship; Secondary Education; *Statewide Planning; Technology Education
IDENTIFIERS- Business Law; *Marketing Education; *Ohio

This document presents the Ohio Integrated Technical and Academic Competency profile for marketing technology. The profile is to serve as the basis for curriculum development in Ohio's secondary, adult, and postsecondary programs. The profile includes a comprehensive listing of 580 specialty and foundation key indicators for evaluating mastery of 78 competencies in the following 13 areas: economics; communication and interpersonal skills; business law and ethics; professional development; business, management, and entrepreneurship; functions of marketing distribution; finance; marketing information management; pricing; product/service management; promotion; selling; and business-related technology skills. The competency lists are the result of all-encompassing research and review of existing competency profile lists and include input from industry, labor, professional organizations, professional representation, and national standards. The occupational skill competencies presented reflect the job opportunities and skills required to work in the marketing technology profession/career pathway. Critical academic, employability, and information technology skills have been integrated throughout the list to support the technical skills presented. The competencies are organized so that they can be clustered or grouped in a modular approach and used as the basis for curriculum development in Ohio's secondary, adult, and postsecondary programs. A brief overview of the marketing technology field is included. (MN)

ED 463 408 CE 082 693

Taylor, Maurice, Ed.
Proceedings of the Annual Conference of the Canadian Association for the Study of Adult Education/L'Association Canadienne pour L'Etude de L'Education des Adultes (17th, Ontario, Canada, May 29-31, 1998).
PUB DATE- 98
NOTE- 307p.; One paper is in French. Published by the Faculty of Education, University of Ottawa, Ottawa, Ontario.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Action Research; *Adult Education; Adult Educators; Adult Learning; Art Expression; Classroom Techniques; *Computer Mediated Communication; Context Effect; Developed Nations; Developing Nations; Distance Education; Educational Change; Educational Gerontology; *Educational Research; Educational Technology; Ethics; Foreign Countries; Graduate Study; Higher Education; Indigenous Populations; *Informal Education; Internet; Labor Education; Labor Force Development; Learning Theories; Lifelong Learning; Literacy; Open Education; Participatory Research; *Prior Learning; Professional Education; Research and Development; Research Methodology; Student Attitudes; Teacher Role; Teaching Methods; Theory Africa (West); Canada; India; Koran; Latvia; Malawi;
IDENTIFIERS- Africa (West); Canada; India; Koran; Latvia; Malawi; Reflection Process; Reversal Theory; Thailand; Work Based Learning

The model currently used to represent the impacts of Australia's technical and further education (TAFE) programs implies a one-way flow of impact from TAFE to student to community. It may be argued that TAFE could better serve its clients by developing a social capital-based, two-way, reciprocal dynamic of vocational education and training (VET) planning and development. The evidence from a 5-year research effort encompassing more than 50 whole communities largely supports an integrated rather than segregated model of VET. The research has identified the following needs ("drivers") of the vocational learning experience: community; culture; enterprise; natural resource management; policy; providers; and industry. Vocational policy depends on two factors. The first is identifying vital checkpoints in the process of vocational learning where quality learning can be seen to have occurred. The second is identifying accurate benchmarks for profiling these checkpoints of quality. The solution to meeting these needs and conditions at the local level while juggling the demands of national strategic measures and data requirements lies in adopting a "community capacity inventory" model and resourcing through key performance measures. An integrated model of VET would be fairer and more accurate to all VET stakeholders, be more cost-effective for TAFE, and be better for enterprise and policy outcomes. (Contains 19 references.) (MN)

ED 463 424   CE 083 021

Falk, Ian; Smith, Tony
Effective Leadership in Vocational Education and Training. CRLRA Discussion Paper.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Australian Vocational Education and Training Research Association Conference (4th, Adelaide, South Australia, March 28-30, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; Case Studies; *Context Effect; Definitions; *Educational Environment; Foreign Countries; Influences; Interpersonal Competence; Job Training; *Leadership Effectiveness; *Leadership Qualities; Literature Reviews; Postsecondary Education; Rural Education; Secondary Education; Technical Institutes; Two Year Colleges; Urban Education; *Vocational Education
IDENTIFIERS- *Australia; TAFE (Australia)

The question of the extent to which effective leadership in vocational education and training (VET) depends on the specific context in which it occurs was examined. Data were collected from the following sources: an intensive literature analysis; studies of purposive sample of 12 diverse VET sites across Australia; and individual interviews with 48 individuals and group interviews with approximately 60 individuals at the 12 sites. The data from the sites were assembled and subjected to preliminary analysis. Selected emerging results were reported. The following attributes were deemed important leadership characteristics: (1) envisages future trends and their impacts on current strategies; (2) demonstrates interpersonal skills by talking and listening to others and establishing rapport; and (3) works to understand the personalities, motivations, and other diverse qualities of people. The following different "takes" on effective VET leadership were identified: (1) leadership is initiated and carried by a single "leader" or

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Learning; *Adult Students; Andragogy; *Classroom Communication; Classroom Research; Developed Nations; Educational Environment; Ethnography; Foreign Countries; Instruction; *Learning Motivation; Student Centered Curriculum; *Student Interests; Student Motivation; Student Role; *Teacher Responsibility; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Sweden

This paper discusses classroom life in formal adult education, specifically rhetoric concerning the idea of the adult learners' own interest as a driving force for learning. Its two objectives are to describe social interaction as related to this andragogical ideal and the conditions for learning and to raise some methodological standpoints in the ethnographic approach aimed at studying learning from the learners' perspective. It begins with a short description of the Swedish context in adult education, highlighting Sweden's long tradition in municipal adult education, folk high schools, and study circles. Then, the case study is introduced. After that, a scene from the classroom is described the meeting between the adult participants and the teacher. Some biographical pieces as related to learning are then shown. Fragments are collected from interviews with two women and narrate motives for studying and conceptions of the educational event as well as self-image. In summarizing the study's line of reasoning, the paper concludes that androgogical ideals or pedagogical thinking putting the participant at the center of attention with a large locus of control in formal learning are not problematic in themselves. But the problem is that educational institutions assume these ideals at the rhetorical level, not taking into consideration practical consequences such as placing the burden of structuring course content on the student while retaining the power of student evaluation. (Contains 46 references and 63 footnotes.) (YLB)

ED 463 442 CE 083 123

Hollins, Anthony, Jr., Comp.; Davis, Maurice, Comp.; Horne, Devonaline T., Comp.
Kids into Health Careers Kit.
PUB DATE- 01
NOTE- 93p.; Kids into Health Careers (KIHC) Initiative packet for Bureau grantees. CD-ROM not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Affirmative Action; Allied Health Occupations Education; Career Choice; Career Education; *Career Exploration; *Economically Disadvantaged; Educational Finance; *Educationally Disadvantaged; Elementary Secondary Education; Health Needs; *Health Occupations; Medical Education; *Minority Groups; *Occupational Information; Student Financial Aid; Student Recruitment; Vocational Education

This complete Kids into Health Careers (KIHC) information package contains guidance materials to use when working with local school systems. It provides operating instructions on how to choose and address an audience, either at a school or community-based organization. (KIHC is an initiative being developed to

(A discussion of 11 research efforts evaluating the adequacy of VET skill stocks is appended.) (Contains 35 references.) (MN)

ED 463 459 CE 083 153

Foyster, John; Fai, Hon Kok; Shah, Chandra
Student Flows through Australian TAFE Courses.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 00
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Age Differences; Course Selection (Students); Definitions; *Educational Attainment; Enrollment Influences; Foreign Countries; Influences; *Outcomes of Education; Postsecondary Education; Sex Differences; *Student Characteristics; *Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- Australia; *TAFE (Australia)

The outcomes achieved by individuals who were enrolled in Australian technical and further education (TAFE) institutes were examined by analyzing national data collected by Australia's National Centre for Vocational Education Research for 1994-1996. The study focused solely on the progress of TAFE-institute-based students and excluded all enrollments relying on recognition of prior learning or credit transfer. The study model provided the first national estimates of the probabilities of completion, partial completion, and noncompletion of a TAFE course. Although the rate of successful outcomes was high for courses as a whole, considerable variation by students' age and sex, fields of study, and streams of study was discovered. More than 79% of TAFE enrollees complete their course either fully or partially. The probabilities of completion or partial completion are substantially higher for one- and three-year courses than for two-year courses. On average, completion rates for males and females are similar. Age affected completion patterns, but in a complex manner that depends on course length. Students' probabilities of success in TAFE range from 0.93 to 0.51, depending on their streams and fields of study. (Twenty-five tables/figures are included. Appended are 65 tables detailing streams and fields study and the study dataset. (Contains 25 tables/figures and 22 references.) (MN)

ED 463 460 CE 083 154

James, Richard
TAFE, University or Work? The Early Preferences and Choices of Students in Years 10, 11 and 12.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 00
NOTE- 59p.; Research originally conducted in 1998 by the Centre for the Study of Higher Education (CSHE) and the Youth Research Centre of Melbourne University for the Higher Education Council. Original study was directed by Richard James and Johanna Wyn with a project team of Gabrielle Baldwin, Gary Hepworth, Craig McInnis, and Andrew Stephanou.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; Career Choice; Definitions; Educational Attainment; *Educational Attitudes; Foreign Countries; Geographic Regions; Grade 10; Grade 11; Grade 12;

*Illegal Drug Use; Parent Child Relationship; Parent Role; *Prevention; Substance Abuse
IDENTIFIERS- Congress 107th; *Ecstasy (Drug)

This document presents witness testimonies addressing the growing problem of Ecstasy use among American youth. All accounts point to the fact that youth are increasingly experimenting with the drug and experiencing seizures and other adverse affects at an alarming rate. Opening statements from Senators Lieberman, Bunning, and Akaka related the problem of drugs in their states. Testimony was presented from two teenage residents of Phoenix House Drug Rehabilitation Center, who are recovering from Ecstasy addiction. Other witnesses include Dr. Donald R. Vereen, Jr., Deputy Director of National Drug Control Policy; Alan I. Leshner, Director of National Institute on Drug Abuse; John C. Varrone, Assistant Commissioner of Customs; Joseph D. Keefe, Chief of Operations for Drug Enforcement Administration; John M. Bailey, Connecticut Chief State's Attorney; and Roy Rutland, Narcotics Detective for Miami-Dade Police Department. The hearing attempted to determine if the government was doing enough to stop the continued spread of this drug. It was hoped that the hearing gave a better understanding of the problem and provided some insight into what must be done. The appendix contains the prepared statements of the witnesses. (JDM)

ED 463 482 CG 031 644

Treatment, Education, and Prevention: Adding to the Arsenal in the War on Drugs. Hearing before the Committee on the Judiciary, United States Senate, One Hundred Seventh Congress, First Session.
PUB DATE- 01
NOTE- 76p.; Serial No. J-107-6
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Drug Education; *Drug Rehabilitation; Federal Legislation; *Government Role; Hearings; *Illegal Drug Use; *Prevention; Substance Abuse
IDENTIFIERS- Congress 107th; *War on Drugs

A hearing was held on the role of prevention in the comprehensive drug control policy of the United States. The hearing demonstrated a strengthening of the commitment to reduce the demand for drugs. It also showed bi-partisan support to remain vigilant in defense of the borders and in punishing those who sell or manufacture drugs. It states that the time has come to increase resources towards prevention. Following opening statements from Senators Orrin G. Hatch, Patrick J. Leahy, Mike Dewine, Richard J. Durbin, Maria Cantwell, Russell D. Feingold, and Srom Thurmond, expert witnesses presented testimony about what works in drug prevention. The panelists included Dr. Robert DuPont, president of Institute for Behavior and Health, Inc.; Edyle Hewitt, former director of Vermont Federation of Families for Children's Mental Health; Alan I. Leshner, National Institute on Drug Abuse; Donnie R. Marshall, Drug Enforcement Administration; Carroll O'Connor, actor and advocate for prevention; Debra Walcott, recovering drug addicted youth; James A. Walton, Jr., commissioner for the Department of Public Safety in Vermont; and Paul M. Warner, United States Attorney for the district of Utah. Statements were also submitted for the record from Joseph A. Califano, Jr., President of National Center on Addiction and Substance Abuse, Columbia University and Dr. Jan K. Carney, Commissioner of Health, State of Vermont. (JDM)

Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 02
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Cooperation; *Community Involvement; Elementary Secondary Education; Intervention; *Outcomes of Education; *Outreach Programs; *School Community Relationship; *School Support

School-community partnerships can weave together a critical mass of resources and strategies to enhance caring communities that support all youth and their families and enable success at school and beyond. Comprehensive partnerships represent a promising direction for efforts to generate essential interventions to address barriers to learning, enhance healthy development, and strengthen families and neighborhoods. This training tutorial is designed with self-directed opportunities for more in-depth learning about community outreach for schools. It is divided into three sessions on ways for schools to engage the community, programs that engage the community with the school, and community involvement to enhance learning and support for schools. The tutorial is organized topically, with readings and related activities for preparation, active learning, and follow-up. (GCP)

ED 463 505 CG 031 672

Creating the Infrastructure for an Enabling (Learning Support) Component To Address Barriers to Student Learning. A Center Training Tutorial.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 02
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Agents; *Comprehensive School Health Education; Educational Change; Elementary Secondary Education; *Intervention; Mental Health; *Program Development; School Counseling; *Student Needs; Youth Problems

To address the needs of troubled youth, schools tend to over rely on narrowly focused and time intensive interventions. Given sparse resources, this means serving a small proportion of the many students who require assistance and doing so in a limited way. The deficiencies of prevailing approaches lead to calls for comprehensiveness--both to better address the needs of those served and to serve greater numbers. This training tutorial is designed with self-directed opportunities for more in-depth learning about creating comprehensive programs that address barriers to learning. It is divided into three sessions on comprehensive and integrated approaches to addressing barriers to student learning; understanding the functions and structures needed to operationalize an enabling component; and surveys about their impressions of the Reading Recovery program during the 1994-95 school year. Respondents' comments were summarized by Reading Recovery team leaders from 10 sites in Maine. Results showed considerable enthusiasm for Reading Recovery. Concerns focused mainly on the future of funding and the equitable selection of children for the program. The individual questionnaires contained mainly open-ended, qualitative questions. Some items also asked respondents to rate the Reading Recovery program (or an aspect of the program) on a Likert-type scale. Of the 1,172 questionnaires sent to parents, 843 were returned, a response rate of 72%. Of the 235 administrator questionnaires, 189 were returned, for an 80% response rate. Of the 122 trained Reading Recovery teachers, 101 questionnaires were returned completed, for an 83% return rate. Of the 90 questionnaires distributed to the Reading Recovery teachers in training, 86 were returned, for a response rate of 96%. Of the 503 questionnaires distributed to classroom teachers, 399 were returned, for a response rate of 79%. Contains numerous comments from the completed questionnaires. (NKA)

ED 463 526 CS 510 851

Rhodes-Kline, Anne K.
Testing the Whole Class: What Impact Does It Have?
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Chi Square; Classroom Research; Data Collection; Early Intervention; Grade 1; *High Risk Students; Kindergarten; *Literacy; Primary Education; *Testing
IDENTIFIERS- Maine; Reading Recovery Projects

Reading Recovery (RR), a one-on-one short-term intervention program for first-grade children at risk for literacy failure, targets the lowest 20% of a first-grade classroom. Currently, program guidelines specify that the kindergarten teacher recommend a list of children to be tested for the program. All recommended children are administered an assessment, the Observation Survey, which measures literacy skills. The children who score the lowest are taken into the program first, and the remaining children are placed on a waiting list. Some schools in Maine have adopted the practice of testing all entering first graders with the Observation Survey, as a beginning benchmark of progress for all children in the school system. A study addressed this issue quantitatively. Data were collected as part of the RR program in Maine during the 1995-96 school year. Two questions were explored: Is testing the entire class related to whether any at-risk children are ultimately not served by Reading Recovery? and Does testing the entire class more accurately delineate waiting list and RR children from their not-at-risk peers? Results indicate that although schools that test the whole class had a smaller (7% versus 19%) chance of failing to identify children in the fall school term who later went without needed services, the Chi square test did not reach statistical significance. On the whole, it appears that Maine kindergarten teachers do a good job of identifying the right children for testing. (NKA)

ED 463 527 CS 510 852

Rhodes-Kline, Anne K.
Sustained Effects of Reading Recovery: A Review of the Literature.

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Discourse Analysis; *Electronic Mail; Foreign Countries; *Immigrants; Internet; *Mass Media Role; *Persuasive Discourse; *Refugees
IDENTIFIERS- Greece; Identity Formation; Kosovo; *Media Imagery; Message Transmission; Narratology; *Personal Experiences

This paper elaborates on the rhetorical uses of immigrants' life experiences as expressed through late technology of the Internet. The paper draws readers' attention to stories about refugees in electronic texts from the Kosovo War of 1998. It compares these materials to archival material about a Greek immigrant family from the 1954 "New York Journal" newspaper. The paper finds that in both descriptions of the immigrants' neopatriation, cutting-edge technology assists the refugees in their flight to America and their identify reconstruction in the American public eye; journalists, magazine writers, and those controlling technological dissemination of messages use late technologies (Internet, TV) to construct transformative refugee narratives. It notes that the plight and salvation of the "bootstrap" refugee serves as a recurrent rhetorical trope and concludes that imagemakers will construct the 1990s Kujtesa, the 1950s Tsioposes, and the 2001 Afgani and Muslim immigrant narratives in service of current narratology of flight from oppression to democracy. (NKA)

ED 463 547 CS 510 893

Wills, Katherine V.
Hip Hop WAC: Students Redefine Writing in a Junior High School Technology Camp.
PUB DATE- 02
NOTE- 19p.; Paper presented at the Annual National Writing Across the Curriculum Conference (6th, Houston, TX, March 7-9, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Culture; *Cultural Context; *Disadvantaged Youth; *Hermeneutics; *Middle School Students; Middle Schools; *Student Behavior; Summer Programs; Teacher Attitudes; *Writing Across the Curriculum; Writing Attitudes
IDENTIFIERS- *Computer Camps; Contact Zones; Hip Hop Generation; Power; University of Louisville KY; Writing Contexts

When a University of Louisville Computer Assisted Instruction (CAI) director, a team of graduate students, and an instructor designed a free summer computer camp program for disadvantaged middle schoolers, they imagined that the middle schoolers would respond to the first instruction as if the educators had restrained them in technological and epistemological straitjackets. Middle schoolers refused to behave as the teachers had imagined. The ways of writing the educators had planned were not the ways of writing middle schoolers envisioned. This paper argues that most of the divergence between middle schoolers' behavior and the graduate teachers' expectations were situated in the contact zone between class-bred class differences between Hip-Hop techno black culture and bourgeois values of the educators. The paper provides the following: an overview of the camp; its objectives; participant demographics; how the Hip Hop culturalization manifested itself in certain classroom practices; and what makes an effective good Hip Hop "gansta" writer who knows his or her audience or "posse." It also delineates a "hermenuetics of Hip Hop." The district to bring about improvements. All emphasize local capacity building as a primary ingredient in helping low-performing schools become successful. Policymakers need to be clear about the goals they set for school improvement, need to provide time for schools to bring about significant improvements, and support staff development. They can create strategies at the state, local, and school levels for bringing about school improvement, should recognize the value--but insufficiency--of short-term success, and recognize that school success rests on the power and skill of educators. (Contains 14 references.) (RT)

ED 463 567 EA 031 566

Belfield, Clive R.
Political Preferences and the Privatization of Education: Evidence from the UK. Occasional Paper.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Economics; Elementary Secondary Education; Foreign Countries; *Political Attitudes; *Politics of Education; *Privatization; Voting
IDENTIFIERS- *United Kingdom

Increasingly, education systems are being privatized through various changes to organizational structures, to school management, and to funding mechanisms. Yet education remains publicly funded and therefore accountable to taxpayer preferences through voting mandates. This paper investigates the determinants of political support for the privatization of education in the United Kingdom. The electorate is assumed to apply cost-benefit calculations, depending on their circumstances, and a set of criteria for evaluating educational reforms is linked to individual voters' characteristics. It is then possible to identify which voters would oppose or advocate educational reforms such as greater school competition, ability selection, and promotion of private schooling. Support for these reforms is then estimated using the British Educational Panel Survey. The results indicate that political preferences largely reflect the anticipated personal costs and benefits from educational reforms. Those with children are in favor of reforms to raise school competition, whereas those working in the education sector are against such reform. Those with higher anticipated tax liabilities favor privatization and support private schooling. Overall, however, educational reforms toward privatization received only minority support in Britain as of 1997. (Contains 29 references and 6 tables.) (Author/RT)

ED 463 568 EA 031 567

Belfield, Clive R.
Tuition Tax Credits: What Do We Know So Far? Occasional Paper.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cost Effectiveness; Educational Economics; Elementary Secondary Education; Private Schools; *Tax Credits; *Tuition

This paper reviews the economics of tuition tax credits (TTCs).

classes. (Contains 40 references, 2 tables, and 3 figures.) (RT)

ED 463 588 EA 031 615

Student-Centered High Schools: Helping Schools Adapt to the Learning Needs of Adolescents. Perspectives on Policy and Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Dropout Attitudes; Educational Improvement; *Educational Philosophy; Educational Policy; High Schools; Individual Needs; *Individualized Instruction; *School Policy; School Restructuring; School Size; Student Experience
IDENTIFIERS- Reform Efforts

High schools in the United States face tremendous challenges involving changes in cultural and economic forces and necessities. They need to transform themselves into places of learning where knowledge is relevant to students' needs and aspirations. Because many traditional high school structures are large, compartmentalized, and impersonal, they commonly contribute to student alienation and academic failure. The resulting disengagement can lead to students' withdrawing from learning, eventually dropping out, and entering society unprepared to continue their education or to work. Educational improvements can be made by connecting students' needs to existing structures and requirements that allow them to interact broadly with the adult world. The needs and talents of students can be represented in six dimensions: voice, belonging, choice, freedom, imagination, and success. Student engagement increases in schools that provide equity, community, opportunity, responsibility, challenge, and expectations. Meaningful student relationships revolve around recognition, acceptance, trust, respect, purpose, and confirmation. Reducing school size has been shown to affect academic achievement positively. Personalizing learning for high school students increases their engagement and allows high schools to be more flexible in adapting to today's societal changes. (Contains 43 references.) (RT)

ED 463 589 EA 031 616

Stancato, Frank A.
The Search for Meaning: The Columbine Tragedy and Recommendations To Prevent Future School Violence.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Interpersonal Relationship; *Prevention; Self Actualization; *Self Concept; Self Destructive Behavior; *Self Esteem; Student Experience; Teacher Student Relationship; Trust (Psychology); *Violence
IDENTIFIERS- *Columbine High School Shooting

This article provides a rationale to support the position that the violence at Columbine High School in Littleton, Colorado, was driven by the attempt of Eric Harris and Dylan Klebold to choose violence, suicide, and death as an alternative to the

Skills; Elementary Secondary Education; Individualized Education Programs; *Severe Disabilities; *Student Educational Objectives
IDENTIFIERS- *New Jersey

This document presents the New Jersey Core Curriculum Content Standards for Students with Severe Disabilities, a subset of the general standards and alternate progress indicators that emphasize daily life skills. Introductory material reviews the development of these standards and the alternate progress indicators including the purpose, process, assumptions, implementation issues, statewide assessment, research-based practices, and format and organization. Standards are then presented for the following areas: (1) cross-content workplace indicators; (2) visual and performing arts; (3) comprehensive health and physical education; (4) language arts literacy; (5) mathematics; (6) science; and (7) social studies. Following a statement of each standard, the guide provides a descriptive statement of the standard and a list of cumulative progress indicators. An appendix provides guidelines for the Individualized Education Program team in determining whether a student should be working towards these modified standards. (DB)

ED 463 609 EC 308 901

Calhoun, Mary C.; Goldstein, Jeren; Walford, Sylvia B.; Purdum, Betsy
World Geography: Skills and Regions. Teacher's Guide and Student Guides . Parallel Alternative Strategies for Students (PASS).
PUB DATE- 01
NOTE- 788p.; Course no. 2103300. Teacher's Guide reprinted 2001; Student Guide--Skills reprinted 1998; Student Guide--Regions reprinted 1999. Part of the Curriculum Improvement Project funded under the Individuals with Disabilities Education Act (IDEA), Part B.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Accommodations (Disabilities); Academic Standards; *Mild Disabilities; Secondary Education; Special Needs Students; State Standards; Student Educational Objectives; *Units of Study; *World Geography
IDENTIFIERS- *Florida

This teacher's guide and student guides on world geography skills and regions are part of a series of supplementary curriculum packages of alternative methods and activities designed to meet the needs of Florida secondary students with mild disabilities or other special learning needs. Content is based on the Florida Curriculum Frameworks and correlates to the Sunshine State Standards. These PASS (Parallel Alternative Strategies for Students) guides in world geography skills present 10 units. The teacher's guide usually provides an overview, some suggested activities, a unit quiz, and answer keys for all written activities for each unit in the student guides. A suggested scope and sequence chart is also provided. The following 10 units are included in the teacher's guide and 2 student guides, "World Geography: Skills," covering units 1-3, and "World Geography Regions," covering units 4-10: (1) "Introduction to World Geography"; (2) "Locating Places"; (3) "Living on Earth"; (4) "Latin America"; (5) "North Africa and Southwest Asia"; (6) "Africa South of the Sahara"; (7) "Asia and Australia"; (8) "The Former Soviet Union"; (9) "Europe";

ED 463 628 EC 308 926

Schmidt, Maria M.
Effects of Oral Motor Stimulation on the Speech Clarity of a Preschool-Aged Child.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation Impairments; Daily Living Skills; *Early Intervention; *Motor Development; Outcomes of Treatment; Preschool Children; Preschool Education; Spanish Speaking; Speech Impairments; *Speech Skills; *Speech Therapy

Although articulation errors are common among the preschool population, they can affect a child's relationship with peers and adults by an inability to express clearly ideas and needs. To address hypotonia in the lips, cheeks, and tongue of a 4.8 year old Spanish-dominant male who presents with very poor speech intelligibility, an oral sensory motor intervention was designed to complement the phonological work done during clinical sessions. The oral sensory motor intervention was provided by a classroom special education teacher 3 times per week for 15 minutes over 4 weeks. The targeted productions consisted of bilabial, velar, and lingual alveolar sounds. A pre- and posttest consisting of 10 Spanish words of objects found in the child's environment was administered. The results indicated an improved range of motion within the oral cavity as well as a greater awareness of phonetic segmentation. Recommendations are offered to clinicians, teachers, paraprofessionals, and parents regarding the value of simple, common activities such as toothbrushing, straw drinking, and bubble blowing. (Contains 10 references.) (Author/CR)

ED 463 629 EC 308 927

Chang, Mei-Hua Rose; Reetz, Linda; Chien, Jerry Jui-Liang; Ring, Mary
A Comparison of Special Education Service Delivery in the United States and Taiwan.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Conference of the Council for Exceptional Children (Kansas City, MO, April 18-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Cross Cultural Studies; *Disabilities; *Disability Identification; *Educational Finance; Educational Legislation; Elementary Secondary Education; Federal Aid; Federal Legislation; Foreign Countries; Incidence; *Special Education; Student Placement; Student Rights; *Teacher Certification
IDENTIFIERS- *Taiwan

This report compares special education legislation and services for students with disabilities in Taiwan and the United States. The Individuals with Disabilities Education Act in the United States and the Special Education Act of 1984 in Taiwan are found to have similar elements. Funding of special education services, however, is different in the two countries. In Taiwan, the central government requires that 3 percent of the

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Bound Students; *Computer Uses in Education; *English (Second Language); Evaluction Methods; *Feedback; Internet; *Peer Evaluation; *Revision (Written Composition); Second Language Learning; Secondary Education; Student Evaluation; *Writing Skills

This paper describes a method of investigating the role and impact of electronic peer/teacher feedback on the revision process of English-as-a-Second-Language (ESL) writers. Participants are classes of intermediate or advanced college bound ESL writers who meet in Internet-accessible classrooms. They perform their writing and peer responses online during class. Students and instructors receive coaching on effective response concepts at the beginning of the semester. They also receive training in technology use. Writers produce three different essays during the semester with at least two revisions per essay. After the writer drafts and posts each essay online, teachers and peers read the drafts and write and post their responses directly in the browser, and the writers revise their papers. All data are analyzed as they are received. Drafts are analyzed using a rubric adapted from Hall's research analysis (1990). The rubric includes three categories (level, type, and purpose of revision). Peer and teacher responses to using electronic collaborative software are evaluated. Interviews are conducted throughout the semester. ESL writers who receive feedback indicate that they see the benefits of electronic feedback, which impacts revisions, provides detailed written comments, and alters writing pressure. (Contains 65 references.) (SM)

ED 463 652 FL 027 215

Fukai, Miyuki
Educational Advantages, Obstacles, and Implications: A Preliminary Study of Students' Accounts of Using Internet Applications for Japanese Language Learning.
PUB DATE- 02
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; *Electronic Mail; Higher Education; *Japanese; Second Language Learning; Teaching Methods; *World Wide Web

This paper reports a pilot study that examined the use of electronic mail and the World Wide Web for learning Japanese. Three college learners of Japanese at the intermediate to advanced levels and the researcher exchanged e-mail messages based on selected materials on the Web during a 15-week semester. Analyses of e-mail messages, interview transcripts, and responses to a questionnaire showed several possible advantages to learning Japanese with online assistance, such as autonomous learning and more opportunities to practice Japanese in authentic communication situations. On the other hand, such obstacles as difficulty in typing in Japanese and absence of nonverbal cues were also found. The paper concludes that the same properties of the Internet applications may cause both educational advantages and obstacles. Although such findings caution that Internet applications are not panaceas for problems that teachers and learners of Japanese often face, many educational advantages imply that the Internet applications can serve to enhance instruction and learning.

Study of the Materials of Sentence Teaching for Primary 1 Students in Hong Kong" (Shuk Ying Ng); "Kindergarten Teachers' Rating of Children's Social Competence and Strategies They Use To Guide Appropriate Behavior" (Margaret Wing Chi Lau); "Information Technology and Early Childhood Education: A Case Study Report" (Siu Cheung Kong and Yuk Hing Wong); and "Are Parents Prepared To Be Involved in Children's Education?" (Shun Wing Ng). (Papers contain references.) (SM)

ED 463 671 FL 027 235

Parkinson, Brian, Ed.
Edinburgh Working Papers in Applied Linguistics, 2001.
PUB DATE- 01
NOTE- 103p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Learning; Comics (Publications); Computer Uses in Education; *Discourse Analysis; *English (Second Language); Feedback; French; Grammar; Higher Education; Japanese; Language Research; *Language Styles; Linguistics; Metaphors; Second Language Learning; Spanish; Teaching Methods; Translation; Word Processing; Writing Skills

This collection of papers falls into three categories: stylistics, discourse analysis, and language pedagogy. The papers are: "Feedback on Writing: Attitudes and Uptake" (Kenneth Anderson, Cathy Benson, and Tony Lynch); "An Alternative View of 'Like': Its Grammaticalisation in Conversational American English and Beyond" (Isabelle Buchstaller); "Examining the Intangible Process: Lotus Screencam as an Aid to Investigating Student Writing" (Eric Glendinning, Ron Howard); "Strategy and Style in English and French Translations of Japanese Comic Books" (Peter Howell); "The Value of an Additional Native Speaker in the English Language Classroom" (Tony Lynch, Kenneth Anderson); and "'The Way to a Man's Heart': Journey and War Metaphors. Metaphors--Metaphorical Conceptualizations of the Western Romance Model in English and Spanish" (Maria Angeles Navarrete Lopez). (Papers contain references.) (SM)

ED 463 672 FL 027 236

Anderson, Kenneth; Benson, Cathy; Lynch, Tony
Feedback on Writing: Attitudes and Uptake.
PUB DATE- 01
NOTE- 21p.; For complete journal issue, see FL 027 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; College Students; *English for Academic Purposes; *English (Second Language); *Feedback; Foreign Countries; Higher Education; Immigrants; Second Language Instruction; *Student Attitudes; Teaching Methods; *Writing (Composition); *Writing Instruction; Writing Skills
IDENTIFIERS- Scotland

This study examined English-as-a-Foreign-Language (EFL) college students' attitudes toward and use of feedback on their written work in an Academic English (AE) course, highlighting two students who used very different strategies regarding feedback in one-to-one teacher-student tutorials. Participants were students enrolled in the AE course within a full-time EFL program. The syllabus was based on individual and group

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; *Drinking; *Fraternities; *Hazing; Higher Education; *Sororities

This book takes a broad look at the problems of hazing and binge drinking on college campuses. It includes a history of hazing and suggestions for reform. The chapters are: (1) The Tradition; (2) Greekthink; (3) Alcohol Misuse; (4) A Weed in the Garden of Academe; (5) Greek Traditions and Tragedies; (6) Sororities; (7) The Law and Hazing; (8) Violence in Historically African American Greek Groups; and (9) Strategies: What Can Be Done? One appendix contains a chronology of college deaths related to hazing and drinking, and the other lists places to find help and additional information. (Contains 386 endnotes and 176 references.) (SLD)

ED 463 695 HE 034 814

Rhodes, Frank H. T.
The Creation of the Future: The Role of the American University.
PUB DATE- 01
NOTE- 265p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum; Educational Administration; *Educational History; *Futures (of Society); Higher Education; Instructional Leadership; *Research Universities; *Teaching (Occupation)

This book champions a new relevance for the American research university, discussing the status of the research university in the United States today, tracing the historical background, and addresses contemporary challenges to the university system. The chapters are: (1) The Rise of the American University; (2) The American Research University Today; (3) Transforming Professionalism; (4) Restoring Community; (5) Teaching as a Moral Vocation; (6) Undergraduate Education: Recapturing the Curriculum; (7) Professional and Graduate Education; (8) The Cost of Higher Education; (9) Research: A Public Trust; (10) Service as Societal Obligation; (11) Information Technology; (12) Governance and Leadership; and (13) The New University. An appendix contains a Protocol for Partnership. (Contains 146 endnotes.) (SLD)

ED 463 696 HE 034 815

Habley, Wesley R., Ed.; Morales, Ricardo H., Ed.
Current Practices in Academic Advising: Final Report on ACT's Fifth National Survey of Academic Advising. Monograph Series.
PUB DATE- 98
NOTE- 70p.; For the report on the first annual survey, see ED 232 525.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Advising; Colleges; Cooperation; Higher Education; *National Surveys; *Program Implementation; Research Methodology

This report presents results from the fifth national ACT, Inc. survey on the status of academic advising in colleges and

Johnston); (12) A Conversation with Gerald Graff (Peter C. Herman); and (13) Epilogue: Bringing You the Best Mix of Yesterday and Today (Michael Berube). Each chapter contains references. (SLD)

ED 463 717 HE 034 841

Caesar, Terry
Traveling through the Boondocks: In and Out of Academic Hierarchy.
PUB DATE- 00
NOTE- 203p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; Higher Education; *Job Satisfaction; *Personnel Policy; *Teacher Role; *Work Environment

This book discusses what it means to be a faculty member at a university that enjoys neither reputation nor distinction. The discussion illuminates the everyday conditions under which academic work and the hierarchical distinctions in which they are always embedded. Following an introduction, Representing Exclusion, Writing Personal Narrative, and Selling Influence, the chapters are: (1) A Credit to the University; (2) Electing a Department: Differences, Fictions, and a Narrative; (3) The Politics of Institutional Affiliation; (4) Taking Nothing for Granted; (5) Filing Away Teacher Observation Reports; (6) Getting Hired; (7) Theory in the Boondocks; and (8) Sabbaticals, Travel, Frames. (Contains 55 endnotes and 181 references.) (SLD)

ED 463 718 HE 034 842

Hertel, John P.; Millis, Barbara J.
Using Simulations To Promote Learning in Higher Education: An Introduction. Enhancing Learning Series.
PUB DATE- 02
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Objectives; Higher Education; *Simulation; *Teaching Methods

This book provides an introduction to the use of simulations to create an environment within which students can apply theory and practice skills in real-world issues related to their discipline. The simulations described range from simple scenarios for a single class period to complex simulations that may be a semesters work. The chapters are: (1) Why Simulations Further Educational Goals; (2) What Is an Education Simulation?; (3) Designing an Education Simulation; (4) Managing an Education Simulation; (5) Debriefing an Education Simulation; (6) Responsible Assessment; and (7) An Extended Simulation. Seven appendixes contain some sample simulations and related materials. (Contains 1 table and 89 references.) (SLD)

ED 463 719 IR 021 138

perspectives of copyright, getting copyright permission, and watching for certain legal developments. A selected list of readings and URLs is included. (MES)

ED 463 739 IR 021 158

Heath, Marilyn; Cockerham, Steve
Electronic Portfolios for Faculty Development.
PUB DATE- 01
NOTE- 8p.; In: Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, TN, April 8-10, 2001); see IR 021 138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Computer Uses in Education; *Faculty Development; Higher Education; *Information Technology; *Portfolios (Background Materials); Teacher Competencies
IDENTIFIERS- *Electronic Portfolios

This paper examines the conceptual process of creating an electronic professional portfolio for faculty development. The characteristics of electronic professional portfolios and the benefits of electronic portfolio development are discussed. Additional topics covered include: collection and selection of portfolio contents; reflection on portfolio pieces; presentation formats; requisite technology skills; and portfolio applications. A chart presents corresponding stages of electronic portfolio development for various levels of teacher skill. The development of two instructors' electronic professional portfolios as part of a faculty technology leadership initiative and the use of those portfolios as part of their annual evaluation instruments is also described. (Author/MES)

ED 463 740 IR 021 162

Schwartz, Evan I.
The Internet Time Lag: Anticipating the Long-Term Consequences of the Information Revolution. A Report of the Annual Aspen Institute Roundtable on Information Technology (10th, Aspen, Colorado, August 2-5, 2001).
PUB DATE- 02
NOTE- 46p.; A product of Aspen Institute's Communications and Society Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Networks; Computer Oriented Programs; Corporations; Development; Economics; *Futures (of Society); Global Approach; *Information Technology; *Internet; Politics; Social Influences; *Technological Advancement; *Trend Analysis
IDENTIFIERS- Information Age

This is a report of the 10th annual Aspen Institute Roundtable on Information Technology (Aspen, Colorado, August 2-5, 2001). Participants were also polled after the events of September 11, and these comments have been integrated into the report. The mission of this report is to take a wide-ranging look at the trends that are defining the next new economy. This report on the "Internet time lag" encompasses five broad areas in which participants addressed sets of questions about the long-term consequences of the information revolution: economic questionnaire with tabulated results is presented. The following representative documents from participating libraries are included: policy and procedure documents from Arizona State University, Columbia University (New York), the National Library of Canada, and the Smithsonian Institution (District of Columbia); plans and reports from Johns Hopkins University (Maryland), the New York State Library, Syracuse University (New York), the University of Washington, and the University of Western Ontario; organization charts from Arizona State University, Columbia University, Pennsylvania State University, and the Smithsonian Institution; and budgets from Syracuse University and the University of Tennessee. (Contains 21 references.) (MES)

ED 463 758 IR 058 434

Cook, Michael N., Comp.; Hernandez, John J., Comp.; Nicholson, Shawn, Comp.
Numeric Data Products and Services. SPEC Kit.
PUB DATE- 01
NOTE- 93p.; Each SPEC Kit contains an executive summary of the survey results (previously printed as the SPEC Flyer). Published six times per year.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Access to Information; Foreign Countries; Higher Education; Library Associations; Library Collection Development; *Library Materials; Library Personnel; *Library Services; Library Surveys; *Numeric Databases; Questionnaires; *Research Libraries
IDENTIFIERS- Association of Research Libraries; Canada; *Numeric Data; United States; Web Sites

This SPEC (Systems and Procedures Exchange Center) Kit presents the results of a survey of Association of Research Libraries (ARL) member libraries. The survey addressed the following questions about numeric data (i.e., any information resource, print or non-print, with considerable numeric content) in academic libraries: (1) What relationships exist between libraries and other academic units that have responsibility for numeric data? (2) What are the principle sources for numeric data? (3) How much are libraries spending to acquire numeric data resources? (4) How much staff time are libraries devoting to numeric data? and (5) How do libraries evaluate their own performance regarding numeric data? The survey was divided into six topical areas: background; numeric data product collections; access to machine-readable numeric data products; staffing; budget; and evaluation of numeric data collections and services. A total of 66 of 121 ARL member libraries responded to the survey. A copy of the questionnaire with tabulated results is presented. Representative documents include collection policies, user guides, data service descriptions, job descriptions, and access policies from participating libraries. Selected resources, including books, journal articles, and World Wide Web sites are listed. (Contains 21 references.) (MES)

ED 463 759 IR 058 435

Steele, Patricia Ann, Comp.; Walters, Carolyn, Comp.
Extended Library Hours. SPEC Kit.
PUB DATE- 01

IDENTIFIERS- *Parkland College IL

This is a report on how Parkland College's (Illinois) core values are communicated to students and the community. Four focus groups--one with 11 faculty members, one with 10 students, 1 with 6 professional staff, and 1 with 7 administrators--were asked to discuss 6 core values: (1) honesty and integrity; (2) fairness and just treatment; (3) responsibility; (4) multiculturalism; (5) education; and (6) public trust. The student group had difficulty defining some of the core values, but they did express that the college did seem to be concerned about students and multiculturalism. This group also stated that faculty and staff were generally very helpful and supportive. The faculty, administrator, and staff groups stated that the core values were measures of college effectiveness as well as desired goals and aspirations for the college. All groups felt that the college was fair, just, and responsible. No group felt that there was preferential treatment provided to any group. The diversity of student, faculty, staff, courses and programs at the college were viewed as campus strengths. Furthermore, faculty, staff, and administrators expressed that the college worked hard to meet the needs of the community as well as the demands of business and industry. The focus group interview questions and the college core values statement are appended. (MKF)

ED 463 779 JC 020 283

Prather, George; Kelly, Dexter
Los Angeles Community College District Fall 1996 Student Survey.
PUB DATE- 99
NOTE- 138p.; Prepared with the help of Terri Fisher.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Demography; Enrollment; Needs Assessment; Self Evaluation (Groups); *Student Attitudes; *Student Characteristics; *Student Educational Objectives; *Student Surveys; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Los Angeles Community College District CA

This report presents the results of the 1996 Los Angeles Community College District Student Survey. The survey was administered in a randomly selected group of classes. Each college sample is independent of the others and the proportion of students sampled within each college will vary. Responses were weighted inversely to account for disproportionate representation of full-time students in the raw sample. The response rate for all colleges was 74%. Findings included: (1) 44% of students were 24 years old or younger; (2) 17% of respondents were Asian, 16% African American, 42% Hispanic, and 23% white; (3) 42% of respondents were very interested in computers as an area of study, 24% were very interested in fine arts, music, and theatre, and 15% were interested in trades and applied technology; (4) 56% of respondents said it was very important to them to prepare for transfer to a four-year college, while 46% said it was very important for them to prepare for a job change or achievement in the same career; and (5) 66% of respondents said that the low cost of education at the college they were enrolled in was a very important factor in choosing that college. (NB)

ED 463 780 JC 020 284

West Valley College: Educational and Facilities Master Plan.

rewriting the rules of service, technology is opening new frontiers, and a new breed of competitors is changing the status quo. When structure, processes, roles or relationships are altered, there is a major impact. Whether a climate of excitement and enthusiasm or a climate of turbulence is created will depend to a large extent on how people choose to manage the change. This paper argues that tradition-bound belief systems are often at odds with change. The authors suggest open book management as a strategy to create a climate for change by sharing information. Change can also be instituted through systematic organizational development, through pockets of excellence that flourish alongside traditional operations, or by simply setting aside past practice and disrupting the status quo. The paper identifies four different types of change opposers and change initiators: the Fighters, the Watchers, the Helpers, and the Dreamers. The authors also offer suggestions for designing successful change, which include understanding the fundamentals, forging strategy, identifying champions, supporting information, and communicating success. (NB)

ED 463 800   JC 020 314

Rosenfeld, Stuart
Technical Colleges, Technology Deployment, and Regional Development.
PUB DATE- 98
NOTE- 45p.; Paper presented at the International Conference on Building Competitive Regional Economies (Modena, Italy, May 28-29, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Associate Degrees; Business; College Role; Community Colleges; *Economic Development; Engineering; Foreign Countries; Labor Education; *Labor Force Development; Labor Market; Labor Needs; *Technical Education; *Technical Institutes; Technology; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Canada; *Europe; United States

In this document, the Organization for Economic Cooperation and Development (OECD) reports on the state of technical education in Europe, the United States, and Canada. It states that technical colleges are emerging as key institutions in technology-based education to fill industry requirement for more highly skilled and technically proficient workers. In France, the number of students entering programs to train higher technicians increased 150% between 1980 and 1992. Enrollments in higher technical education in the Netherlands increased by 40% between 1980 and 1990. The structure of educational systems varies dramatically across OECD member nations, and the missions and objectives of the institutions are not always the same. Nonetheless, they are all educating students to a level of technical education that succeeds compulsory education and precedes the baccalaureate degree. Nearly every technical college system was formulated or has been reformulated to serve both the student bodies and regional economies. In a 1995 survey of 100 United States colleges, 90% of respondents referenced economic development or modernization services in their mission statement. Colleges in OECD member nations are forming alliances with industry, economic development agencies, and with other colleges as well. The author concludes that the trend seems to be toward a more expansive role for colleges. (NB)

Illinois Community College Board (ICCB) funding, $326,985,500; total estimated non-ICCB revenues (i.e., local property taxes, student tuition and fees, corporate personal property replacement tax revenues, State Board of Education grants, and other miscellaneous federal, state, and local revenues), $886,272,831; calculation of the standard local tax contribution, $375,994,664; equalized assessed valuation average annual increase for 1996-1999, 5.13%; tuition and fee revenue, $248,514,691; average tuition and fee rate adjusted for mandated waivers and scholarships, $51.30; total miscellaneous federal, state, and local revenue, $175,539,156; total net operating revenue, $1,005,892,952; total revenue, $1,317,185,994; total credit hours, 5,939,748 hrs; total calculated base operating grants, $193,769,979; and total unrestricted grants, $272,066,500. (Contains 48 tables.) (KP)

ED 463 820 JC 020 336

VanDerLinden, Kim
Credit Student Analysis: 1999 and 2000. Faces of the Future: A Portrait of America's Community College Students.
PUB DATE- 02
NOTE- 17p.; Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; College Role; *Community Colleges; *Educational Assessment; Enrollment Influences; *Student Attitudes; *Student Educational Objectives; Transfer Programs; Two Year Colleges

This document is a report on 1999 and 2000 fall credit student analysis. The study surveyed approximately 100,000 credit students at over 300 community colleges. The report focuses on the reasons credit students enroll in community colleges and the different characteristics of credit students. The survey responses placed students in one of the six following clusters, by reason for enrolling in a community college: (1) upgrading skills for career advancement; (2) career preparation; (3) to prepare for and change career due to major life change; (4) personal enrichment; (5) transfer only; and (6) leisure or experimental purposes. "Career preparation," "personal enrichment," and "transfer only" were the three highest responses, respectively, from credit students. Most career preparation credit students were enrolled in health-, business-, or computer-related fields, respectively. Most students who listed personal enrichment as the main reason for enrolling in community college also expressed the intent to transfer. Demographics showed that African-American and Hispanic students represented a significant majority of the minority population at community colleges. Most respondents expressed that they were satisfied with the overall education provided by their community college and would recommend attending community college to others. The report includes two references, Web site information, and provides tables with specific statistics for each cluster of credit students. (MKF)

ED 463 821 JC 020 337

Hagedorn, Linda Serra; Castro, Consuelo Rey
Spending the Summer at a California Community College.
PUB DATE- 02
NOTE- 23p.
LANGUAGE- English

why explanatory variables are used in an impact analysis. Chapter 6 addresses issues related to selecting the sample and data collection methods. Chapter 7 discusses why a participation analysis should be conducted in conjunction with an impact evaluation and suggests appropriate methods. Chapter 8 discusses the analysis of the evaluation data that will be necessary to estimate the impacts of responsible fatherhood programs. Chapter 9 provides summary and concluding comments. The report's five appendices list the experts interviewed for the project, summarize site visits, provide sample discussion guide for conducting a process evaluation, contain preliminary evaluation findings from the Racine Goodwill Industries Fatherhood Program, and provide a technical discussion of participation and impact analysis methods. (KB)

ED 463 839   PS 030 239

Pearson, Jessica; Thoennes, Nancy; Price, David; Venohr, Jane
OCSE Responsible Fatherhood Programs: Early Implementation Lessons.
SPONS. AGENCY- Office of Child Support Enforcement (DHHS), Washington, DC.; Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Child Support; Delivery Systems; Demonstration Programs; *Employment Programs; *Family Programs; *Fathers; Outreach Programs; *Parent Child Relationship; Profiles; Program Administration; Program Descriptions; Program Implementation; Recruitment
IDENTIFIERS- Case Management; *Child Support Enforcement; Child Support Enforcement Program; *Noncustodial Parents; Office of Child Support Enforcement

In 1997, the federal Office of Child Support Enforcement (OCSE) funded Responsible Fatherhood Demonstration Projects in eight states (California, Colorado, Maryland, Massachusetts, Missouri, New Hampshire, Washington, and Wisconsin) to improve the employment and earnings of under- and unemployed noncustodial parents and to motivate them to become more financially and emotionally involved in their children's lives. This report is an early implementation analysis of the programs, focusing on: (1) how the programs are administered; (2) the types of services they deliver; (3) the coalitions they create with community-based organizations and with state and local service agencies; (4) how they recruit program participants; and (5) how they monitor client progress. Following an executive summary, Chapter 1 of the report describes the historical context of the programs, gives a demographic profile of the program settings, and gives a child support profile of the program settings. Chapter 2 presents a summary profile of each program in terms of its organization and administration, target population, major service components, outreach efforts, and status at the end of calendar year 1999. Chapter 3 discusses client recruitment and retention, reviews referral sources and their advantages and disadvantages, and reviews policy and philosophical approach to client retention. Chapter 4 examines employment and child support, focusing on method of service delivery. Chapter 5 presents information on other services offered, such as assistance with access and visitation, peer support, and case management. Chapter 6 summarizes some lessons learned to date about responsible fatherhood programs. (Contains 42

ED 463 856   PS 030 271

Honig, Alice Sterling
Secure Relationships: Nurturing Infant/Toddler Attachment in Early Care Settings.
PUB DATE- 02
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attachment Behavior; *Caregiver Child Relationship; *Child Caregivers; Child Development; *Day Care; *Infants; Parent Caregiver Relationship; Parent Child Relationship; Preschool Education; Security (Psychology); Self Esteem; Separation Anxiety; Theories; *Toddlers
IDENTIFIERS- *Security of Attachment

Noting that research and clinical findings confirm the connection to later emotional well-being of a secure attachment between each infant or young child and a warm, stable adult, this book addresses aspects of attachment important for caregivers of infants and toddlers. The book focuses on those aspects of attachment caregivers need to understand to become more adept at the challenging work of nurturing early positive mental health in young children. The book offers suggestions for enhancing caregivers' skills in nourishing infants' and toddlers' relationships in the child care setting. Chapter 1 of the book describes attachment as a developmental system and presents information on attachment security, the role of caregivers' sensitivity, the impact of attachment security on the child's perceptions of self-worth, and modern attachment theory. Chapter 2 focuses on attachment to early childhood caregivers and describes ways to nurture attachment. This chapter also discusses the importance of continuity of care, presents suggestions for creating a responsive environment, and includes a mental health checklist of behaviors and body signals for caregivers. Chapter 3 describes differences in infant attachment to mothers and fathers, and discusses attachment in abused or neglected infants. This chapter also discusses the importance of a secure attachment in the child care setting, explains the connection between child care quality and children's social-emotional development, provides suggestions for easing separation anxiety in child care, and discusses parent-caregiver relations. The book concludes with assurance for caregivers that they can change their own internalized working model of relationships through reflection, determination, and hard work and with suggested steps caregivers can take to develop inner resources to become a nurturing caregiver. Each chapter contains endnotes. (Contains 127 references.) (KB)

ED 463 857   PS 030 272

Griffith, Jean
To Handle Life's Challenges: A Tracer Study of Servol's Adolescent Development Programme in Trinidad. Early Childhood Development: Practice and Reflections. Following Footsteps.
PUB DATE- 02
NOTE- 74p.; Produced with Supreme Consulting Services.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

age-5 population, many counties also experienced an increase in the oldest age group, 15-17; and the state's child population has seen an increase in the number of multi-racial children and rapid growth of the Hispanic population. The remaining sections of the brief detail each of the preceding findings, including state maps with all counties illustrating the data. The brief concludes with policy implications of the data in the areas of allocation of resources and social service delivery. (HTH)

ED 463 875 PS 030 293

Report on What Works in Early Childhood Education.
PUB DATE- 02
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; *Day Care; Day Care Effects; *Early Childhood Education; Home Visits; Pilot Projects; Program Descriptions; Program Effectiveness; Standards; *State Programs
IDENTIFIERS- Carolina Abecedarian Project NC; *Educare; Perry Preschool Project; Project Head Start; *West Virginia

This KIDS COUNT pamphlet is part of a 3-year campaign to bring business and child care together to increase the quality and availability of child care for at-risk children in West Virginia. The pamphlet reports on the components of quality child care and on West Virginia's early childhood initiative, Educare. Emphasizing the positive effects of quality early care and education programs on children's lives, the pamphlet asserts that many current programs may harm children because they do not meet standards of good care. Six effective programs are then described: (1) Home-Oriented Preschool Education Program; (2) Perry Preschool Project; (3) Carolina Abecedarian Project; (4) Head Start; (5) Nurse Home Visitation in Elmira, New York; and (6) Nurse Home Visitation in Memphis, Tennessee. Educare, the West Virginia child care initiative, works to improve the quality of early care and education, increase accessibility of early care and education services, and create linkages to help families access the services they need. Eight West Virginia communities are funded to operate Educare pilot programs; four projects are described in this pamphlet to highlight the work being done, and characteristics of effective programs are delineated. Challenges identified in improving early care and education include building public understanding and political will, obtaining adequate funding, and developing needed public policy. The pamphlet concludes with a charge to the business and child care communities to share in the campaign to increase the quality and availability of child care for at-risk children. (Contains 21 endnotes.) (KB)

ED 463 876 PS 030 294

SeokHoon, Alice Seng
Parental Involvement in Child Assessment: A Dynamic Approach.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Australian Association for Research in Education International Conference (Fremantle, Western Australia, Australia, December 2-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Child Relationship; Early Childhood Education;

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 8; Health Education; *Junior High School Students; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

Noting that parents are vital partners in the educational system, this French-language handbook provides parents with information about the Grade 8 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 8 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health and Personal Life Skills"; (8) "Information and Communication Technology"; (9) Integrated Occupational Program; and (10) Optional Courses, such as Career and Technology Studies, Fine and Performing Arts, Language Programs and Courses Other Than English, and other courses such as Environmental and Outdoor Education and Ethics. Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 463 894 PS 030 330

Ce que mon enfant apprend a l'ecole. Manuel a l'intention des parents, 2001-2002: Neuvieme annee (What My Child Learns in School. Curriculum Handbook for Parents, 2001-2002: Grade 9).
PUB DATE- 01
NOTE- 40p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series in English, one set for public schools and one set for Catholic schools. For the 2001-2002 public school series, see ED 461 426-436. For the 2001-2002 Catholic school series, see PS 030 167-177.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 9; Health Education; *Junior High School Students; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

Noting that parents are vital partners in the educational system, this French-language handbook provides parents with information

These proceedings on the theme, Adult Education Research: Shaping the Future, contain 52 papers. The papers are: "Virtual Adult Education" (W. Archer and D. Conrad); "Reversal Theory Approach to Adult Learning and Education" (M. Atleo); "Objectiver L'Action" (A. Balleux et al.); "Cultural Constructions of Literacy" (A. Blunt); "Prior Learning Assessment and Recognition" (D. Briton et al.); "Distance Education and Learner Autonomy" (P. Bouchard and L. Kalman); "Toward a Redefinition of Formal and Informal Learning" (G. Burns); "Feminist Commitments in Adult Education" (S. Butterwick et al.); "Innovative Research Practices for Adult Education" (N. Campbell et al.); "Facilitating Reflection and Action through Research" (A. Chan); "Including the Body in Learning Processes" (L. Crawford); "A Double-Edged Sword" (U. Critoph and D. Martin); "Learning Strategies of Early British Columbia Divers" (B. Cuthill); "Adult Education and a Community-Based Nutrition Project" (N. Drost); "Role of Action Research in the Creation of New Knowledge" (R. Dyson et al.); "Koranic Learning and Local Development in West Africa" (P. Easton and M. Peach); "Learning from Changes in Leadership" (L. English); "Constructed Identities in Participatory Research Discourse" (W. Fischer); "Fixing the World?" (T. Fenwick); "Learning through Discourse" (P. Gamlin and S. Cook); "Pedagogical Strategies To Encourage Student Interaction in the Open Learning Classroom" (R. Gouthro); "Doing History Not Doing History" (P. Grace); "Home Thoughts on Globalization" (E. Harris); "Learning, Working, and Caregiving" (C. Hinds and A. Home); "S-Curve Relevance to Collective Learning for Knowing Using TRACE Participatory Action Research" (S. Hobbs and G. Grant); "Shifting the Ground of the Familiar" (C. Jongeward); "Blood, Sweat, and Tears" (H. Kanuka and D. Conrad); "Constructing the Role of the Adult Educator in Higher Education" (C. Kreber); "Teaching Leadership" (O. Kritskaya); "Skill and Knowledge Acquisition in the Informal Seector of the West African Economy" (G. Liebert and P. Easton); "New Approaches to Lifelong Learning" (D.W. Livingstone et al.); "Evaluation of a Human History/Environmental Exhibit Using a Video Tracking Technique" (L. Logan); "Re-Visioning Peace Research" (G. Macdonald and A. Adelson); "Adult Learning on the Internet" (W. McQueen and B. Fallis); "Adult Education and Educational Reform in Latvia" (S. Miezitis and O. Zids); "Education for Planetary Consciousness" (E. O'Sullivan); "Technology-Based Distance Delivery" (S. Owen); "Back to the Roots; Back to the Future" (A. Pattapinyoboon); "Inclusivity and Exclusivity in Adult Education" (M. Petlock); "Informal Learning Processes in a Worker Cooperative" (J. Quarter and H. Midha); "Challenging Our Traditional Research Positionality" (A. Quigley and T. Sork); "Educational Gerontology" (D. Radcliffe); "Role and Influence of Culture and Context in the Development of International Communities of Practice Among Organization Development Practitioners" (I. Richter and M. Laiken); "Elements de la Formation a la Pratique Reflexive de Cadres Soignants" (H. Sami); "Hidden Dimensions of Working-Class Learning" (P. Sawchuk et al.); "'This Would Scare the Hell out of Me If I Were an HR Manager'" (P. Sawchuk); "Distinguishing the Moral from the Expedient" (T. Sork); "Union Movies" (J. Taylor); "Rethinking Power in Participatory Research" (J. Taylor); "Explanatory Power of an Early Framework of Good Practice Principles in Workplace Education" (Taylor); "Ye Are Not Men! Ye Are Gods" (A. Thomas); and "Struggle for Selves" (L. West). Individual papers contain references.) (YLB)

ED 463 409 CE 082 854

manager; (2) leadership is encouragement of each employee; (3) leaders must see the big picture and translate it into each staff member's own contribution so they perform at their best; (4) people are essentially born leaders; and (5) leadership is about enabling people to develop and grow within an environment of increasing complexity and change. (Contains 33 references.) (MN)

ED 463 425 CE 083 023

Balatti, Jo; Falk, Ian
Socioeconomic Contributions of Adult Learning to Community: A Social Capital Perspective. CRLRA Discussion Paper.
PUB DATE- 01
NOTE- 20p.; Paper presented at the European Society for Research on the Education of Adults (ESREA) Education Research Conference, "Wider Benefits of Learning: Understanding and Monitoring the Consequences of Adult Learning" (Lisbon, Portugal, September 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Programs; *Community Development; Community Education; Context Effect; Definitions; *Educational Benefits; Educational Environment; Educational Research; Foreign Countries; Human Capital; *Lifelong Learning; Postsecondary Education; Program Design; Refugees; Research Methodology; Research Utilization; Role of Education; *Social Capital; Social Support Groups; *Socioeconomic Influences; Socioeconomic Status; Teacher Student Relationship; Theory Practice Relationship; Well Being
IDENTIFIERS- Africans; Australia (Victoria); Impact Studies

The socioeconomic contributions of adult learning to community were examined from a social capital perspective. The concepts of human capital and social capital were differentiated, and the relationship between learning, human capital, and social capital was explored. The relevance of social capital in describing the wider benefits of adult learning was illustrated through the examples of a study of the impact of the adult and community education (ACE) sector on communities and society in Victoria, Australia, and a study of a group of African women refugees located in a suburb of a large Australian capital city. The studies documented wider benefits of ACE in the following areas: health; education and learning; employment and quality of working life; time and leisure; command over goods and services; physical environment; social environment; and personal safety. Social capital building was shown to be implicated in effective adult learning in the following ways: (1) social capital is involved in program design, management, and delivery whether it is explicitly recognized as such or not; (2) the processes of drawing on and building social capital are part and parcel of the learning process; and (3) social capital can be a direct or indirect benefit of learning. (Contains 27 references.) (MN)

ED 463 426 CE 083 024

Kilpatrick, Sue; Field, John; Falk, Ian
Social Capital: An Analytical Tool for Exploring Lifelong Learning and Community Development. CRLRA Discussion Paper.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English

supplement the pool of qualified applicants from economically and educationally disadvantaged and underrepresented minority populations for entry into health professions training.) The packet includes an overview booklet; a poster with information on the back about what KIHC is, why it is so important, who KIHC is trying to reach, examples of career opportunities in the health professions, and reference guides; an operating instructions booklet covering qualifying, financial aid, fulfilling a need, selection criteria, addressing target audiences, and reporting elements; and a booklet with presentation models for students K-5, students 6-12, parents, and teachers, counselors, and school administrators. Appended are a list of 17 references detailing career opportunities in the health field; additional information on specific health careers and certificate positions; a list of 30 sources of financial aid; and a list of federally-funded health facility contacts for additional information. (YLB)

ED 463 443 CE 083 124

Athey, Jean; Kavanagh, Laura; Bagley, Karen
The MCH Training Program: An Evaluation.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 01
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Health; Children; *Continuing Education; Faculty Development; Grants; *Health Occupations; *Health Services; *Leadership Training; Mothers; Professional Associations; Program Effectiveness; Program Evaluation; Public Health; Quality Control; *Technical Assistance; Universities
IDENTIFIERS- Social Security Act TItle V

Multiple qualitative methodologies were used to describe and analyze the Maternal and Child Health Training Program (MCH), including a review of FY1999 continuation applications for all 101 projects; site visits to 31 training projects; focus groups with state Title V program staff and federal regional MCH consultants; and interviews with 110 trainees who graduated from training projects in 1990 or 1995. A statistical overview showed the Leadership Education in Neurodevelopmental and Related Disabilities priority was the largest single category in the grant portfolio, supported the most faculty, and produced the most trainees. Leadership training enhanced trainees' ability to become effective more quickly; provided some with a positive sense of self efficacy; and included fairly intensive guidance. Grants enabled faculty to undertake activities to help them become strong leaders in their fields. MCH nurtured new professional subspecialties; influenced professional associations; developed innovations in treatment and services; served as a voice for women and children; and encouraged research. Projects generated impressive amounts of technical assistance, continuing education, and cross-project collaboration. Without direct funding, most universities had no incentive to support MCH. Recommendations fell into these four categories: planning, assessment, and evaluation; portfolio policies; budget; and program stewardship. (Appendixes include 21 notes; 50-item bibliography; and additional information from interviewees.) (YLB)

ED 463 444 CE 083 126

*High School Students; High Schools; Parent Background; Postsecondary Education; Private Schools; Public Schools; Rural Areas; Sex Differences; Socioeconomic Influences; State Surveys; Student Attitudes; *Student Educational Objectives; Student Surveys; Technical Institutes; Universities; Urban Areas; *Vocational Education; *Work Attitudes

IDENTIFIERS- *Australia; TAFE (Australia)

The attitudes and aspirations of Australian high school students regarding postsecondary education and work were examined in a survey of more than 7,000 students in grades 10-12 in New South Wales, Victoria, and Western Australia. The students' intentions were strongly influenced by socioeconomic background, geographical location, and gender. Difference in socioeconomic background, which was measured by the highest level of education achieved by parents, was the major factor in students' perspectives. Approximately 90% of students reported preferring to undertake tertiary education after school rather than entering the workforce. Approximately two-thirds of the sample wanted to attend a university, and only one-quarter wanted to attend technical and further education (TAFE). One-third of students from lower socioeconomic backgrounds expressed a preference for TAFE, compared with only 14% from higher socioeconomic backgrounds. Only 14% of students attending private high schools intended to enroll in TAFE. Rural/isolated students generally considered postsecondary education less relevant. Females, young people from higher socioeconomic backgrounds, and those living in urban areas were more likely to intend to enroll in a university course. Discussions of the definition and measurement of socioeconomic background and location, the study data collection strategies, and results are appended. (Contains 41 tables/figures and 34 references.) (MN)

ED 463 461 CG 030 829

Bullard, Bonnie; Lawless, Linda; Williams, Midge; Bergstrom, Deborah

Clinical Mental Health Counselor Handbook & Study Guide.

SPONS. AGENCY- American Mental Health Counselors Association, Alexandria, VA.

PUB DATE- 99

NOTE- 504p.; Flashcards and Crossword Puzzles are appended.

LANGUAGE- English

EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Case Studies; *Counselors; Ethics; Graduate Study; Higher Education; Home Study; *Licensing Examinations (Professions); *Mental Health Workers; *Professional Development; *Review (Reexamination); Study Guides; Tests

IDENTIFIERS- Diagnostic Statistical Manual of Mental Disorders; Psychopharmacology

This handbook and study guide were developed as a textbook to be used as a review course for preparation for the clinical licensing examination. It presents a summary of a graduate level academic program in clinical mental health counseling. It contains 17 chapters on clinical information; 4 chapters on test taking; 2 types of sample tests; and 3 varieties of additional study tools. Each content chapter provides information outlining assessment procedures and assessment materials; the mental status examination content; the history and framework of the Diagnostic and Statistical Manual system;

ED 463 483 CG 031 645

Simons, Loretta N.
An Evaluation of an Hypothesized Paradigm: The Relationship between Childhood Abuse and Substance Use Mediated by Biopsychosocial Factors among Priority Populations.
PUB DATE- 01
NOTE- 202p.; Ph.D. Dissertation, Temple University.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adults; Alcoholism; Biological Influences; *Child Abuse; Context Effect; Coping; Correlation; Drug Addiction; *Family Environment; Family Relationship; Mental Disorders; *Predictor Variables; *Psychological Patterns; Residential Programs; Social Influences; Social Support Groups; *Substance Abuse; Surveys
IDENTIFIERS- *Psychosocial Factors

This study evaluated an hypothesized model of biopsychosocial factors that mediate the relationship between childhood abuse and substance abuse. A questionnaire packet consisting of self-report measures was administered to 160 drug dependent participants with and without co-occurring psychological disorders in residential, partial, and outpatient treatment at the Diagnostic Rehabilitation Center in Philadelphia, Pennsylvania. Self-report measures assessed biopsychosocial factors consisting of familial alcoholism and mental illness, childhood abuse, self-esteem, family and social support, belief systems, mood states, coping methods, risk behaviors, and substance use. A path analysis was conducted to assess the theoretical model, and to explore the direct and indirect relationships among childhood abuse, biopsychosocial factors, and substance use. The results partially support the hypothesis that child abuse is indirectly related to substance use through mediating factors of negative family and social support, low esteem, avoidance coping, avoidance and affective beliefs, and health and risk behaviors. In addition, exploratory path analyses demonstrated sexual abuse and emotional neglect are directly related to alcohol and other drug use among women in residential treatment. These findings support the hypothesized paradigm in understanding the nature of substance use as an avoidance coping method for biopsychosocial factors promoted by childhood abuse. Appendixes include items such as demographics; childhood trauma questionnaire; mood scale; substance beliefs; substance use survey; and gender and treatment survey results. (Contains 157 references.) (Author/JDM)

ED 463 484 CG 031 646

Henk, Joanne M.
Homeless and Runaway Youth: Attachment Theory and Research.
PUB DATE- 01
NOTE- 76p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Adolescents; *Attachment Behavior; Emotional Response; Family Involvement; Family Relationship; *Homeless People; Illegal Drug Use; Interpersonal Relationship; *Mental Disorders; Poverty; Runaways; *Youth Problems
IDENTIFIERS- *Attachment Disorders

The "new homeless" of the eighties and nineties are not only more numerous; they are younger, more likely to use drugs, and they exhibit symptoms of mental illness. Homeless mentally ill change agents for school and community changes. The tutorial is organized topically, with readings and related activities for preparation, active learning, and follow-up. (GCP)

ED 463 506   CG 031 674

Student & Family Assistance Programs and Services To Address Barriers to Learning. A Center Training Tutorial.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 02
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Resources; *Comprehensive School Health Education; Elementary Secondary Education; *Mental Health Programs; *School Community Relationship; *School Counselors; School Psychologists; School Responsibility; *School Role; School Social Workers

Most school districts employ student support or "pupil services professionals," such as school psychologists, counselors, and social workers. These personnel perform services connected with mental health and psychosocial problems. The format usually is a combination of centrally based and school-based services. Amelioration of the full continuum of student problems requires a comprehensive and integrated programmatic approach. Such an approach may require one or more mental health, physical health, and social services. This training tutorial is designed with self-directed opportunities for more in-depth learning about the variety of student and family assistance programs that address barriers to learning. It is divided into three sessions on why and how schools provide student and family assistance; understanding when specialized assistance is needed; and when the school should refer students and families to community resources. The tutorial is organized topically, with readings and related activities for preparation, active learning, and follow-up. (GCP)

ED 463 507   CG 031 676

Addressing Barriers to Learning: Overview of the Curriculum for an Enabling (or Learning Supports) Component. A Center Quick Training Aid.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 02
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Comprehensive School Health Education; *Curriculum Development; *Educational Resources; Elementary Secondary Education; *Mental Health Programs; Outcomes of Education;

PUB DATE- 97
NOTE- 17p.; A Center for Early Literacy publication.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Early Intervention; Grade 1; *High Risk Students; *Literacy; Literature Reviews; Primary Education; *Program Effectiveness; *Reading Programs; Research Problems
IDENTIFIERS- *Maine; Reading Recovery Projects; Research Priorities; Sustaining Effects Study

Reading Recovery (RR), an early intervention for first graders at risk of literacy failure, was introduced in Maine in school year 1990-91 and has been growing ever since. The Maine Department of Education has been funding the training of RR teachers since the 1994-95 school year. Although there is general agreement that the RR program is successful at bringing at-risk first graders up to the level of their classmates, a larger question is: Do RR children sustain these gains beyond the exit of first grade? A literature review covered the research as completely as possible, examining some of the studies through 2 years of program evaluation research at the University of Maine and searching the ERIC database. Some of the studies reviewed were conducted at Chicago (Illinois), Newark (New Jersey), New York University, Wake County (North Carolina), Ohio State University, Westbrook (Maine), Texas Women's University, and the University of Melbourne (Australia). Future research into the long-term impact of the RR program is needed. Many of the studies reviewed suffered from serious methodological flaws. For example, ceiling effects were a problem for studies that relied on the text reading-level measure beyond the first grade, while other studies included only discontinued RR children. Also, implementation levels differ so much from school to school, but this information is rarely reported. A longitudinal study is planned for Maine. (Contains 13 references.) (NKA)

ED 463 528   CS 510 853

Rhodes-Kline, Anne K.; Johnson, Karen
"If It's Such a Great Program, Why Haven't All the Schools Implemented It?" Barriers to Full Statewide Implementation of Reading Recovery in Maine.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Intervention; Educational Research; Grade 1; High Risk Students; Interviews; Primary Education; *Program Implementation; *Public Schools; *Reading Programs; Remedial Programs; Telephone Surveys
IDENTIFIERS- *Maine; *Reading Recovery Projects

A telephone interview survey was conducted to determine the reasons some Maine schools have chosen not to implement Reading Recovery, despite the program's statewide support and continued financial support toward training costs from the Maine Department of Education. Out of 72 selected schools, 47 participated, for a response rate of 65%. A stratified random sample ensured that the schools were both small and large, from both rural and non-rural communities. Some respondents reported that they were planning to implement Reading Recovery in the future. Eight other schools had in place locally designed programs that reportedly were based on or similar to Reading Recovery. Title I was the most common alternative program among paper concludes that the middle schoolers "wrote across the curriculum" by writing with and about technology. They wrote in color and sound for themselves and their community, and through writing, the middle schoolers took power. Transcriptions from the computer camp are appended. (NKA)

ED 463 548 CS 510 940

McCarthey, Sarah J.
Students' Identities and Literacy Learning. Literacy Studies Series.
SPONS. AGENCY- National Center for Research on Teacher Education, East Lansing, MI.; Spencer Foundation, Chicago, IL.
PUB DATE- 02
NOTE- 162p.; Also funded by University of Texas Summer Grants and University of Illinois Research Board.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Research; *Cultural Context; Diversity (Student); Intermediate Grades; Language Arts; *Literacy; Social Influences; *Teacher Student Relationship; *Writing Workshops
IDENTIFIERS- Identity Formation; Identity (Psychological); New York (New York); Reading Workshops; Texas

As theories about identity have shifted over time to viewing it as a multidimensional and ever-evolving process created by social and cultural settings, conceptions of literacy and implications for classroom practices have shifted as well. This book presents studies of students in Grades 3 to 6 at three different United States school sites located in New York City and Texas where teachers implemented writing workshop and literature-based instruction. The studies in the book include examples and vignettes of real-life teachers and students who interacted in complex ways that were informed by their social and cultural influences. In the book's studies, readers can see how students' classroom participation was influenced not only by race, class, and gender, but also by classroom tasks presented to them. The book explores how students, both successfully and unsuccessfully, appropriated, resisted, or transformed the classroom norms and expectations. By providing information about the contexts in which students read and wrote, the book demonstrates the power of the teacher-student relationship, the importance of the classroom curriculum, and the influence of parents and peers on students. Contains an extensive list of references and children's literature references. (NKA)

ED 463 549 CS 510 941

Christenson, Teresa A.
Supporting Struggling Writers in the Elementary Classroom. Kids InSight Series, K-12.
PUB DATE- 02
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Childrens Writing; Elementary Education; *Process Approach (Writing); Reflective Teaching; *Writing Difficulties; *Writing Processes; *Writing Strategies
IDENTIFIERS- *Strategy Training; Vignettes

TTCs can be described in terms of "finance" and "regulation." They allow individuals to spend money on education services and to offset at least a portion of that expenditure against their tax liability. There are few economic studies of tax credits, but they stress two questions: What is the loss/gain in revenues to the state? and Who benefits? There is some evidence on both these questions, and the evidence in the main points to the following answers: (1) state revenues fall; and (2) those who already have children in private schools are the largest group of beneficiaries. Discussion of the future for the specific federal TTC plan is highly speculative with political, economic, fiscal, and possible legal barriers that may affect future adoption of TTCs. The paper also looks at how to evaluate TTCs using a comprehensive framework. An appendix describes TTC schemes across six states. (Contains 14 references.) (RT)

ED 463 569 EA 031 568

Marchelli, Helga Cuellar
Decentralization and Privatization of Education in El Salvador: Assessing the Experience. Occasional Paper.
PUB DATE- 01
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decentralization; Educational Change; Elementary Secondary Education; Federal Regulation; Foreign Countries; *Privatization
IDENTIFIERS- *El Salvador; *Reform Efforts

This paper presents the most notorious decentralization and privatization policies of education delivery included in the 1995-2005 education reform plan and briefly explains some of the factors justifying their existence, potential success, and possible limitations. It also examines the capacity of a privatization strategy, contracting not-for-profit parents' associations to administer schools financed by the state, to improve education in rural areas (The EDUCO program). The author concludes that decentralization and privatization policies have produced multiple results. In the search for a better education system, decentralization and privatization policies have not only given the Salvadoran government new ways to exert control over the education system but also added new problems and challenges. In the case of the EDUCO program, for instance, although it has successfully contributed to expanding education supply and promoting social cohesion, its impact on equity and the productive efficiency of schooling may not be what is expected. Therefore, decentralization and privatization strategies, like any other policies, have had their pros and cons. There may never be a perfect policy to solve satisfactorily all weaknesses within an education system, but education advocates and policymakers should always be committed to review and improve existing practices. (Contains 37 references.) (Author/RT)

ED 463 570 EA 031 569

Meehan, Merrill L.; Wiersma, William; Riffle, M. Joy S.
Relationships of Clients' Satisfaction, Impact, and Level of Collaboration with an R&D Organization.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

pain caused by a negative self-concept and a lack of meaning in their attempt to resolve questions of self-acceptance and identity. The search for meaning is viewed as a search for self-acceptance, self-esteem, and identity. In contrast to the seek and weed-out approach to ending school violence, a broader based school-environment approach is taken by recommending a number of schoolwide conditions and practices that can act as powerful facilitators of positive meaning for all students. Briefly, these conditions and practices are as follows: (1) building trust relationships between students and between students and teachers; (2) reduction in school size; and (3) implementation of small-group learning activities. The article supports the conclusion that the building of trust relationships between students and between students and teachers together with the reduction of school size and the implementation of small-group learning activities can prevent school violence by facilitating positive meaning for all students. (Contains 27 references.) (Author/RT)

ED 463 590 EA 031 617

Alaska Goals 2000 Comprehensive State Improvement Plan.
PUB DATE- 96
NOTE- 43p.; In response to Guidance of June 5, 1995 on the Goals 2000: Educate America Act.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Educational Improvement; Elementary Secondary Education; *State Action; State Regulation; State Standards; *Statewide Planning
IDENTIFIERS- *Alaska; Reform Efforts

This document describes Alaska's statewide plan for educational improvement, designed to raise the achievement of all Alaska students and to prepare Alaskans for healthy, productive lives. Challenges to implementation include dramatically varying school populations across the state, the state's enormous size, a high proportion of children living in poverty, and a wealth of languages (85) represented in Alaska's bilingual programs. After a brief history of Alaska's educational reform efforts, the six goals of the plan are delineated, followed by descriptions of the plan development process, the vision and guiding principles, opportunities for public input, subgrant actions, and the structure of the Alaska Goals 2000 Plan. The six plan goals are then described in detail: (1) develop, implement, and assess challenging standards for all students and teachers; (2) share responsibility and be accountable for increased student learning; (3) provide a framework for local school-to-work partnerships for transition from school to work or further training; (4) create technology-rich school environments to help Alaska students and community members become lifelong learners and productive members of the workforce; (5) establish processes in each district and school to involve families and communities to ensure student success; and (6) develop a comprehensive staff-development system. (RT)

ED 463 591 EA 031 619

Hoffman, Charlene M.
Federal Support for Education: Fiscal Years 1980 to 2001.
PUB DATE- 01
NOTE- 46p.
LANGUAGE- English

and (10) "The United States and Canada." Appended in the teacher's guide are the Sunshine State Standards for geography, unit generalizations, and a multimedia bibliography. The student guides/workbooks each contain vocabulary lists, explanations of content, and practice exercises designed to evaluation comprehension. (Contains 30 references.)

ED 463 610   EC 308 904

Blank, Shelby L.; Smith, Denise G.; McCombs, Lee Ann
Introduction to Algebra. Teacher's Guide. Parallel Alternative Strategies for Students (PASS).
PUB DATE- 98
NOTE- 143p.; Reprinted in 1998, originally published in 1997. Part of the Curriculum Improvement Project funded under the Individuals with Disabilities Education Act (IDEA), Part B.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Accommodations (Disabilities); Academic Standards; *Algebra; Curriculum; *Disabilities; *Equations (Mathematics); Inclusive Schools; Instructional Materials; Integers; Mathematics Instruction; *Motivation Techniques; Secondary Education; *Secondary School Mathematics; State Curriculum Guides; Student Motivation; Teaching Guides; *Teaching Methods; Textbooks
IDENTIFIERS- *Florida

This teacher's guide contains a collection of supplemental algebra activities adapted for secondary students who have disabilities and other students with diverse learning needs. It consists of alternative methods, materials, and activities that support strands, standards, and benchmarks found in Florida's Sunshine State Standards for mathematics. The activities in the text are intended to actively engage students in hands-on, conceptually-based learning experiences that are grounded in real life. Ideas and strategies are provided for the teacher to motivate students and maintain, assess, and extend the concepts being taught. An answer key for practice pages that do not require student-generated data is included. The guide is divided into 24 separate activities. Topics for the activities include: (1) real-world problems; (2) ordering integers; (3) equivalent forms; (4) algebraic expressions; (5) rational numbers; and (6) relationships, patterns, and functions using words, symbols, variables, and tables. For each activity, the guide includes goals, step-by-step directions, motivation techniques, suggestions for enrichment, and an assessment to measure student performance. Appendices contain a chart describing standards and benchmarks. (Contains 56 references.) (CR)

ED 463 611   EC 308 906

Walker, Linda; Fresen, Sue
Mathematics 2. Teacher's Guide and Student Guide . Parallel Alternative Strategies for Students (PASS).
PUB DATE- 01
NOTE- 626p.; Course 1205040. Part of the Curriculum Improvement Project funded under the Individuals with Disabilities Education Act (IDEA), Part B.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners)

whole education budget of the central government be devoted to special education. An additional 5 percent of the whole local government education budget is devoted to special education. The percentage of special education students in each country based on disability area is also somewhat different. Taiwan contains a separate category for facial deformities, which is not used in the United States. In addition, in Taiwan all hearing impairments are categorized under a single category and the category of deaf-blind is not used. The greatest difference is in the high percentage of students with disabilities in Taiwan included in the category of mental retardation. The United States, by contrast, has higher percentages of students identified as having speech impairments and learning disabilities. Differences in special education teacher certification are also noted in the report. (CR)

ED 463 630 EF 006 052

Behrens, Jerry
Fast Tracking School Site Acquisition: A Perspective of an Eminent Domain Attorney.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Meeting of the Coalition for Adequate School Housing (C.A.S.H.) Conference "A School Facility Space Odyssey" (22nd, Sacramento, CA, March 5-8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Land Acquisition; Real Estate; *School Location; Site Analysis; Site Selection
IDENTIFIERS- *California

This paper discusses key issues in fast-tracking the acquisition of school sites in California. Discussion addresses: (1) assembling an experienced team; (2) whether the property owner is a willing or unwilling seller; (3) level of community support or opposition to the site; (4) timing and commencement of California Environmental Quality Act (CEQA) analysis; (5) timing and sequencing of statutory notices and approvals, including approvals by the Department of Education and Department of Toxic Substances Control (DTSC); (6) relocation assistance issues; and (7) vesting of title, prejudgment possession, and eminent domain actions. (EV)

ED 463 631 EF 006 054

Hertzberg, Randi, Ed.
Concrete Masonry Designs: Educational Issue.
PUB DATE- 01
NOTE- 25p.; Theme Issue. Published monthly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Architecture; Building Design; Construction Materials; Educational Facilities Design; Elementary Secondary Education; *Masonry; *Prestressed Concrete; *School Buildings; School Construction
IDENTIFIERS- Cement; Cement Masons

This special journal issue addresses concrete masonry in educational facilities construction. The issue's feature articles are: (1) "It Takes a Village To Construct a Massachusetts Middle School," describing a middle school constructed almost entirely of concrete masonry and modeled

Three appendixes contain a list of the URLs used for e-mail discussion in the study, the questionnaire, and interview questions. (Contains 27 references.) (SM)

ED 463 653 FL 027 216

Ogulnick, Karen, Ed.
Language Crossings: Negotiating the Self in a Multicultural World. Language and Literacy Series.
PUB DATE- 00
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cultural Influences; Deafness; Elementary Secondary Education; English (Second Language); Foreign Countries; Immigrants; Language Maintenance; Language Minorities; Literacy Education; *Multilingualism; Second Language Learning; *Social Influences
IDENTIFIERS- Identity Formation

This book includes 25 papers in 5 parts. Part 1, "Dislocations," includes (1) "Puzzle" (Myrna Nieves); (2) "No Language To Die In" (Greta Hofmann Nemiroff); (3) "Here's Your Change 'N Enjoy the Show" (Verena Stefan); (4) "The Vagabond Years" (Elizabeth Dykman); (5) "From Bayamon to Brooklyn" (Rita E. Negron Maslanek); (6) "Writing for Effect" (Elizabeth Nunez); (7) "Learning To Speak: One Woman's Journey" (Ruby Sprott); and (8) "Identity Conflicts and Literacy Development in First and Second Languages" (Raimundo Mora). Part 2, "Mother Tongues," includes (9) "Language, Exile, and Discovery" (Pramila Venkateswaran); (10) "Fragments for a Story of Forgetting and Remembrance" (Fredy Amilcar Roncalla); (11) "Memory and Mameloshn: Learning Yiddish Then and Now" (Mimi Bluestone); (12) "Language Is More Than Words" (Susan Driscoll); (13) "Learning My Native Language" (Susan Stocker); and (14) "Recollections" (Margie English). Part 3, "The Difficulties of Language Learning," includes (15) "Random Thoughts on My Inability To Learn Languages" (Robert Roth); (16) "The Promise of Espanol" (Sharon Shelton Colangelo); and (17) "Why I Shouldn't Speak Only English" (Stephanie Hart). Part 4, "Our Love Affairs with Languages: Stories of Multi-Language Learners," includes (18) "Me, Times Three: Growing Up Trilingual" (Watson R. Millison); (19) "My Love Affair with Languages" (George Jochnowitz); (20) "Looking for the God of Language" (Christina Kotchemidova); and (21) "Why I Never Lost My Accent" (Cora Acebron Tolosa). Part 5, "Close Encounters with Other Cultures: Learning Languages While Living Abroad," includes (22) "Learning Chinese" (Doug Millison); (23) "Speaking the Culture" (Carolina Mancuso, David Rodgers); (24) "Listening for the Tao in Eight Tones" (Linda Petrucelli); and (25) "Learning Language/Learning Self" (Karen Ogulnick). (SM)

ED 463 654 FL 027 217

Gibbons, Pauline
Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom.
PUB DATE- 02
NOTE- 165p.; Foreword by Jim Cummins.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

projects. Students had to identify and research a topic, draft, revise, and receive tutor feedback. The study examined students' attitudes toward various types of feedback, whether they changed over time, what points were topicalized in written feedback and one-to-one tutorials, who topicalized them, whether and how feedback changed student writing, and the relation between interaction patterns in the tutorials and change in writing. Data from surveys, student essays, the teacher-student tutorials, and text assessments indicated that the feedback-revision cycle was highly productive, and students' writing improved. One-to-one feedback discussions, especially on student-initiated points, were very successful. There were notable differences between the tutorials with the two case study students. Appended are the AE projects schedule for term 3, 2000, and the survey of AE students' preferences for error correction. (Contains 17 references.) (SM)

ED 463 673 FL 027 237

Buchstaller, Isabelle
An Alternative View of "Like": Its Grammaticalisation in Conversational American English and Beyond.
PUB DATE- 01
NOTE- 22p.; For complete journal issue, see FL 027 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Grammar; *Grammatical Acceptability; *Language Usage; Sociolinguistics

The word "like" has acquired some newly grammaticalized uses, notably those of a discourse marker and a quotative complementizer. Although these uses have been highly stigmatized by normativist grammarians, they nevertheless occur with high frequency in naturally-occurring discourse and have attracted the attention of several studies. This article tests the claims made in the literature about the use of "like" by looking at a small sample of talk-in-interaction. It undertakes a qualitative evaluation of pragmatic, semantic, and syntactic aspects in the use of "like" in its new functions and gives motivations for the grammaticalization it has undergone. Using the framework of Lakoff (1987), the synchronic uses of "like" are presented in a radical structure that explains the various semantic-pragmatic functions it can take with reference to a core meaning. It concludes that the boundaries of the different functions of "like" are very hard to determine, and its interpretation depends heavily upon the context. An appendix presents transcription conventions. (Contains 72 references and 34 notes.) (SM)

ED 463 674 FL 027 238

Glendinning, Eric; Howard, Ron
Examining the Intangible Process: Lotus ScreenCam as an Aid to Investigating Student Writing.
PUB DATE- 01
NOTE- 18p.; For complete journal issue, see FL 027 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Adult Learning; *Computer Assisted Instruction; *Computer Uses in Education; Cooperative Learning; *English

universities. This report used a new stratified, random sample of 2-year, 4-year, public, and private institutions drawn from the population of institutions that met survey criteria. Of the sample of 1,395 institutions, responses were received from 754 (54.1%). Summarizing the data was complicated by the number of survey items and the number of responses; more than 3,000 data elements are reported. Some conclusions are apparent. Important gains in the coordination of campus-wide advising programs have reached a plateau, but other aspects of coordination have not improved. Results also make it evident that institutions appear to be gravitating toward organizational models that share responsibility for advising. Overall, practices that support faculty advising are unsystematic, and although academic centers are becoming more prevalent and more diverse, their situation remains in crisis. Advising practices in 4-year institutions lag behind practices in other types of institutions. A look at the responding institutions in light of previous surveys suggests that goal achievement has improved, but program effectiveness has remained static. (Contains 46 tables.) (SLD)

ED 463 697 HE 034 816

Filipp, Laura
Trends in Financial Aid to Students in Maryland Postsecondary Education.
PUB DATE- 02
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Educational Finance; *Educational Trends; Higher Education; *Paying for College; *Student Financial Aid; Tables (Data); Trend Analysis
IDENTIFIERS- *Maryland

This report presents 10-year trends about financial aid awarded to students attending Maryland's colleges and universities during the decade of the 1990s, using reports submitted to the Maryland Higher Education Commission by higher education institutions as the data source. The total amount of financial aid support from all sources provided to students attending Maryland postsecondary institutions more than doubled from 1990 through 1999, increasing by nearly half a billion dollars. During the same time period, the number of aid recipients increased by 40.4% to 169,167 students, and the proportion of Maryland undergraduates receiving financial aid rose from 38.7% to 58.4% over the decade. The percentage of graduate and professional students receiving aid rose from 37.5% to 54.4%. The report provides information about the sources of aid, the contributions of state and federal entities, and the characteristics of students receiving financial aid. An appendix contains the data tables. (Contains 15 figures and 41 tables.) (SLD)

ED 463 698 HE 034 817

Berberet, Jerry; McMillin, Linda
The American Professoriate in Transition.
PUB DATE- 02
NOTE- 18p.; Published three times a year. Theme issue.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)

Proceedings of the Annual Mid-South Instructional Technology Conference (6th, Murfreesboro, Tennessee, April 8-10, 2001).

PUB DATE- 01

NOTE- 245p.; For individual papers, see IR 021 139-158. For the 2000 proceedings, see ED 446 749.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Case Studies; Computer Mediated Communication; *Computer Uses in Education; Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Information Technology; Instructional Design; *Instructional Development; *Technology Integration

IDENTIFIERS- *Technology Utilization

This proceedings of the sixth annual Mid-South Instructional Technology Conference contains the following papers: "They're Not Just Big Kids: Motivating Adult Learners" (Karen Jarrett Thoms); "A Computer Integrated Biology Laboratory Experience" (James B. Kring); "Building Web Sites for Mathematics Courses: Some Answers to Notation Problems" (Annette C. Williams and Scott N. McDaniel); "Collaborative, Connected, and Experiential Learning: Reflections of an Online Learner" (D. Bruce Curry); "The Lions and the Hawks: Using Videoconferencing and Web Technology To Deliver a Cross-Campus New Product Innovation Course" (John Lord and Others); "Facilitating Asynchronous Distance Learning" (Gustavo E. Prestera and Leslie A. Moller); "Promoting Durable Knowledge Construction through Online Discussion" (Dave S. Knowlton); "Building Community in an Online Learning Environment: Communication, Cooperation and Collaboration" (Melanie Misanchuk and Tiffany Anderson); "Ebooks in the Academic Library" (Jackie Dowdy and Others); "Combining Studio Videoconferencing and the Internet To Promote Intercultural Understanding" (Ted C. Jones and Karen Sorenson); "Are Your Students Ready for College? Technology Literacy at Georgetown College" (William S. Rafaill and Andrea C. Peach); "Developing Library Instruction for Distance Learning" (Mary Hricko); "Help! Third Graders Know More (about Technology) Than My Graduate Students! Closing the Digital Divide" (Bruce Lewis); "Instructional Strategies for Achieving a Positive Impression in Computer-Mediated Communication (CMC) Distance Education Courses" (Yuliang Liu and Dean W. Ginther); "Interactive Learning through Creation and Use of a Cyber Corporation with Application in Public Relations, Business, and Finance" (Jeff Hoyer); "Introducing Novice Computer Users to Lesson Plan Development through WebQuests" (Bruce Lewis); "A Journey in Virtual Collaboration: Facilitating Computer-Mediated Communication among Pre-Service Teachers" (Tiffany Anderson and Others); "Developing Program Relationships with Rural Public Schools for Electronic Course Delivery" (David R. Cargill); "Electronic Portfolio Design" (Janet Buzzard and Peter Kaunitz); "Revisiting the Impact of Technology on Teaching and Learning at Middle Tennessee State University: A Revisited: A Comparative Study" (Lucinda Lea and Others); "Computer Animations as a New Tool for Teaching the Evolution of Musical Form" (Patricia Gray); "Web-Enhanced Teaching: Advantages of Integrating Technology into the Large Lecture Course" (Linda Simpson and Lisa Dallas); "Promoting Transfer of Mathematics Skills through the Use of a Computer-Based Instructional Simulation Game and Advisement" (Richard Van Eck); "Instructional Technology Innovation in the Liberal Arts Classroom: A Conversation with the Maryville College Faculty Instructional Technology (FIT) Fellows" (Gina Roberts and Others); "Student and Faculty Issues in Distance Education"

consequences; the future of the corporation; social consequences; political consequences; and ramifications for globalization. Each of these areas is discussed in detail. The report concludes that the Roundtable participants struck an optimistic tone and agreed that things can eventually change for better. Although no one can predict with reasonable accuracy the true long-term consequences of today's epochal innovations, it is vital to recognize that the Internet time lag will be felt sharply over coming decades. There is much to be gained by anticipating the effects on the economy, corporations, human socialization, politics, and globalization. Only in doing so can the barriers in the way of success be removed. An appendix includes a list of conference participants; author biography; brief description of the Aspen Institute Communications and Society Program; and previous publications from the Aspen Institute Roundtable on Information Technology. (AEF)

ED 463 741   IR 021 163

Levi, Titus
Mission-Driven Media: Not Just Survival, but Success. A Report of the Aspen Institute Forum on Diversity and the Media (Aspen, Colorado, July 11-14, 2001).
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 02
NOTE- 46p.; A product of Aspen Institute's Communications and Society Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Information; *Cultural Pluralism; Ethnic Groups; Futures (of Society); Information Sources; Organizational Development; *Resource Materials
IDENTIFIERS- *Media Management; Networking; *Social Justice

This report of the Aspen Institute Forum on Diversity and the Media, supported and funded by the Ford Foundation, is not a typical Aspen Institute forum report. It explores an issue--the sustainability of mission-driven media--and through this discussion becomes a kind of resource guide for managers and others who desire to preserve and promote ethnic and social justice media. This is a report of a Forum convened in Aspen, Colorado, by the Aspen Institute Communications and Society Program (July 11-14, 2001), but it offers more than a summary of the discussion. It offers advice to the media manager, the foundation executive, the investment officer, the advertiser, the aspiring entrepreneur, and others on how each can help sustain these media now and into the future. The report begins with an attempt to define "mission-driven media"--a term coined by the Ford Foundation for the group of ethnic, cultural, community, and social justice media that have a specific purpose that drives them beyond the profit motive or general news source for a heterogeneous community. Although there are many barriers and obstacles to sustainability, three overriding issues emerged at the Forum sessions. The first is the problem of access to capital. A second focus of the conference is the need for research on the emerging diverse populations and markets that mission-driven media seek to serve. Their third area of discussion and recommendation is that of binding together for greater results, whether that means better social networking or an association of associations. The report ends with a list of items that participants at the Forum thought were necessary for their suggestions and advice to move forward. An appendix includes a list of conference

NOTE- 109p.; Each SPEC Kit contains an executive summary of the survey results (previously printed as the SPEC Flyer). Published six times per year.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; Library Associations; Library Personnel; *Library Services; Library Surveys; Questionnaires; *Research Libraries
IDENTIFIERS- Access to Facilities; Association of Research Libraries; Canada; United States

This SPEC (Systems and Procedures Exchange Center) Kit presents the results of a survey of Association of Research Libraries (ARL) member libraries designed to provide a description of how they are responding to demands for greater hours of access and service. Survey responses indicate what hours of access and service libraries are providing and for what parts of the year. They answer questions about staffing, security, which specific library areas are opened additional hours, partnerships, and special funding that supports extended hours. They also describe how libraries are evaluating extended hours and what libraries plan in the future. A total of 63 of 121 ARL member libraries responded to the survey. A copy of the questionnaire with tabulated results is presented. Representative documents include building access and use policies, visitor policies, extended service hours, user surveys, other service evaluation, job descriptions, budget information, and security guidelines. Selected resources, including books, journal articles, and World Wide Web sites are listed. (Contains 21 references.) (MES)

ED 463 760 IR 058 436

Snyder, Carolyn A., Comp.; Logue, Susan, Comp.; Carter, Howard, Comp.; Soltys, Mickey, Comp.
Instructional Support Services. SPEC Kit.
PUB DATE- 01
NOTE- 96p.; Each SPEC Kit contains an executive summary of the survey results (previously printed as the SPEC Flyer). Published six times per year.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Educational Cooperation; Educational Technology; Foreign Countries; Higher Education; *Instructional Development; Library Associations; Library Role; *Library Services; Library Surveys; Partnerships in Education; Questionnaires; *Research Libraries; Web Based Instruction; World Wide Web
IDENTIFIERS- Association of Research Libraries; Canada; Course Development; *Instructional Support Services; United States; Web Sites

This SPEC (Systems and Procedures Exchange Center) Kit presents the results of a survey of Association of Research Libraries (ARL) member libraries. The survey was designed to gather information about the changes that have taken place in the last five years in the services libraries offer to support instruction on campus and in the library, as well as information about partnerships created between libraries and other campus units to provide these services. Information was gathered about the following types of instructional support

PUB DATE- 01
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; College Faculty; Community Colleges; Community Needs; *Demography; Educational Facilities; Educational Finance; Educational Objectives; Enrollment Trends; *Minority Groups; Personnel; *School Community Relationship; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *West Valley College CA

This report discusses the outcomes of West Valley College's (WVC) (California) planning process, which was based on an extensive community needs assessment. Statistics include: (1) the local county, Santa Clara, was estimated to be approximately 24% Hispanic and Asian, and 4% African American; (2) student enrollment at WVC was approximately 11,500 students per semester, with females making up 60% of the total; (3) in fall 1999, Asians made up 18% of total enrollment, Hispanics almost 13%, and African Americans 3%; (4) almost 60% of the full-time faculty at WVC were white; and (5) Asian/Pacific Islanders made up approximately 9% of the faculty, while Hispanics made up almost 7% and African Americans 4%. Findings of a community needs assessment indicated the following: (1) the political boundaries and service area boundaries for the area colleges have changed considerably; (2) population growth in the Santa Clara Valley is primarily in the city of San Jose; (3) a large population of 41-55 year olds is emerging and appears to have strong needs; (4) technology and service occupation clusters share equally in the number of new jobs; and (5) small businesses are becoming a larger part of the labor market landscape. The report also addresses facilities needs, academic programs and services, and educational initiatives. (NB)

ED 463 781 JC 020 286

Ladders of Opportunity.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Development; *Career Ladders; *Community Colleges; *Cooperative Programs; Economic Development; Job Training; *Labor Force Development; Low Income; *Occupational Mobility; Salaries; *Statewide Planning; Two Year Colleges; Vocational Education; Wages
IDENTIFIERS- California; *California Community Colleges

This report addresses the California Community Colleges Board of Governors' Initiative for Developing California's New Workforce. The report argues that many workforce training programs are still based on obsolete paradigms. Rather than offering the long-term skills and career development necessary to succeed in a high-performance workplace, these programs provide only limited preparation designed to help individuals into entry-level jobs. The result of this "work first" policy is the rapid growth of a new class of low-income wage earners whose skills are largely irrelevant to many of the new economy's employers. Many of this new class are former recipients of welfare. These are often the people most in need of the quality education and training community colleges can

ED 463 801 JC 020 315

Hanks, Joanna D.; Williamson, Fred H.
A House Divided: The Good, the Bad, and the Ugly.
PUB DATE- 02
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Role; *Community Colleges; *Corporate Education; Economic Development; *Educational Finance; Financial Needs; Financial Support; Fund Raising; *Labor Force Development; Labor Needs; Outcomes of Education; School Business Relationship; School Funds; Two Year Colleges; *Vocational Education

This paper explores the divisive issue of providing effective workforce development services from within a traditionally run academic institution. Over the years, state funding levels for community colleges have decreased dramatically. As a result, college presidents have had to become more adept at finding alternative sources of revenue. Many presidents have chosen to move into workforce training, since local employers offer money to fund specialized training designed to keep their employees at a competitive edge in the global economy. But presidents have found that their faculty are not necessarily enthusiastic about this turn of events. Therefore, many community colleges set up separate, market-driven workforce units, often as an extension of their existing continuing education function. The authors argue that many employees receive only technical education and lack the soft skills needed to move into managerial positions. In the old paradigm, this was addressed through general education. The authors suggest that now, however, community college presidents should look into building workforce development programs that can be easily re-integrated into the college mainstream. (NB)

ED 463 802 JC 020 317

Castro, Claudio de Moura; Bernasconi, Andres
Community Colleges: A Viable Solution for Latin America?
PUB DATE- 00
NOTE- 23p.; Paper presented at the seminar on New Options for Higher Education in Latin America: Lessons from the Community Colleges Experience. (Cambridge, MA, September 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Access to Education; Adult Education; Associate Degrees; Basic Skills; College Faculty; College Instruction; *Community Colleges; Distance Education; Dual Enrollment; *Economic Development; *Educational Improvement; *Educational Innovation; Foreign Countries; *Private Financial Support; Private Sector; Social Mobility; Two Year Colleges
IDENTIFIERS- *Latin America

This paper analyzes the United States community college as a model for adaptation in Latin America. The author argues that there is a growing frustration with the lack of responsiveness of universities to the development needs of societies in Latin America. Higher education continues to be accessible only to

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Articulation (Education); *College Role; Community Colleges; Curriculum Development; Degrees (Academic); Enrollment Influences; Higher Education; *Institutional Cooperation; *Student Attitudes; *Student Educational Objectives
IDENTIFIERS- East Los Angeles College CA; University of Southern California

This document is a report on the attendance patterns and similarities of students enrolled at four-year colleges who attend community colleges primarily during the summer. The study surveyed 206 students who attended four-year institutions but enrolled in classes at East Los Angeles City College during the summer. Results indicated that 75% of the respondents were under the age of 21. Approximately 70% of the surveyed students were female. The majority of the respondents listed their ethnicity as Hispanic or Asian. Approximately 55% of the respondents stated they were freshmen or sophomores at their respective colleges. Most summer session students stated that saving money was the most important reason for taking courses at the community college. The next highest reason expressed by respondents was to take general education requirements during the summer to graduate sooner. The report offers recommendations to community colleges on how to better serve summer session students, such as adjusting course offerings in the summer and allotting a certain number of class spots to accommodate summer session students from four-year colleges. The report also suggests that two- and four-year colleges establish partnerships to assist the flow of students between the different systems. (Contains three tables and 17 references.) (MKF)

ED 463 822 JC 020 338

Kansas City Metropolitan Community Colleges. Audit Report.
PUB DATE- 01
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audits (Verification); Budgets; *Community Colleges; Costs; Day Care Centers; Educational Finance; *Expenditures; *Financial Audits; Financial Policy; Food; *Money Management; *Operating Expenses; Policy Analysis; *Recordkeeping; Resource Allocation; School Funds; Two Year Colleges
IDENTIFIERS- Missouri (Kansas City)

This audit report reviews the employment contracts, related compensation, and other benefits provided for the chancellor and other officers of the Kansas City Metropolitan Community Colleges (KCMCC) in Missouri. The chancellor is allowed to either solicit bids or negotiate for contracted services such as architects, construction managers, consultants, banking service, auditors, and maintenance contractors. This audit of professional services expenditures and their procurement revealed that KCMCC has not solicited proposals for its annual audit since fiscal year 1993 and did not solicit proposals for some consultants hired to write grant proposals and advise on various programs. The college system paid over $90,000 for services during 1999 and 2000 for which it did not solicit proposals. Also, the system did not have a written agreement with its legal counsel, nor did it solicit services for interpreting services for the deaf. Other findings noted that a physical inventory of fixed assets had not been completed for references.) (KB)

ED 463 840 PS 030 243

Morrison, Julie, Ed.; Schlesinger, Ann, Ed.
A Side-by-Side Comparison of Federal and State Early Education Regulations and Requirements Affecting Early Care and Education in Connecticut, Fall 2001.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 01
NOTE- 45p.; Produced with the QUILT Project (Quality in Linking Together Early Education Partnerships), Education Development Center, Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Day Care; *Early Childhood Education; *Federal Regulation; Partnerships in Education; Public Policy; *State Regulation
IDENTIFIERS- *Connecticut; Day Care Regulations

In order to advance early childhood education and services across the state of Connecticut, early education leaders at the federal, state, and local levels were convened by the Connecticut Head Start-State Collaboration Project to identify each funder's requirements in key categories and to discuss specific policies and practices of those requirements. This report presents a side-by-side comparison of federal and state early education regulations and requirements affecting early care and education. The regulations and requirements are presented for the following agencies: (1) U.S. Department of Health and Human Services/Administration for Children and Families (Head Start and Child Care and Development Fund block grants); (2) Connecticut State Department of Education (SDE) (State Head Start and School Readiness Severe Need Districts); (3) Department of Social Services (DSS) (State-funded centers, Child Care Assistance Program Subsidies, and Quality Enhancements); and (4) Joint SDE and DSS programs (Grants for Slot Expansion and Quality Enhancement). Requirements and regulations are delineated in the following areas: (1) philosophical underpinnings; (2) service standards/scope related to child education, child literacy, disability services, transition, parent education/training/employment, parent and community collaboration, family literacy, family services, health services/policies, nutrition services, mental health services; (3) service requirements, including eligibility, length of day/year and service options; (4) staffing, including qualifications/training requirements, teacher-child ratios, and staff development; (5) facilities, including new construction/renovation and health/safety standards; (6) technical assistance/training mechanisms, including funding resources and topics; (7) outcomes and measures; (8) program review/monitoring, including program and fiscal monitoring and state licensing; (9) funding, including per child cost; and (10) additional funding, including expansion grants and opportunities for statewide initiatives. (KB)

ED 463 841 PS 030 244

Hughes, Sarah; Botkins, Rod
National Forum on Family Literacy--Collaboration and Quality Proceedings (Orlando, Florida, May 15-16, 2001).

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Adults; Comparative Analysis; Developing Nations; Early Parenthood; Followup Studies; Foreign Countries; *Interpersonal Competence; Intervention; *Motivation; Parenthood Education; Program Evaluation; *Youth Programs
IDENTIFIERS- *Servol; Trinidad and Tobago

This study examined the effects of SERVOL's (Service Volunteered for All) Adolescent Development Programme (ADP) on participants in Trinidad 10 years after participation. The ADP was developed as a 3-month program in 1981 to develop the social skills of adolescents between the ages of 16 and 19, and focused on self-understanding, emotions and everyday problems, parenting skills, and motivation for further academic or job skills. Participating in the study were 79 men and women in their twenties, 40 of whom had been ADP participants and 39 comprising a comparison group. Information was collected through interviews carried out with the former SERVOL trainees and similar adults forming the comparison groups, as well as parents, employers, and community leaders. Findings indicated that the former SERVOL trainees benefited from the program: they became better parents, had improved communication with their own parents, and developed high levels of self-esteem. These findings were reinforced by parents, community leaders, and employers. There was also some support that the SERVOL training led to postponement of childbearing for female participants, but not postponement of parenthood by male participants. The comparison group, however, also performed well as parents, were dedicated and resourceful at work, and most were well regarded by parents, community leaders, and employers. The former SERVOL trainees themselves believed that the course enhanced their parenting skills and had a positive impact on their lives. Recommendations for possible improvement of the program include adapting the program for inclusion in the school curriculum and developing strategic alliances with regional and international organizations. (Five appendices contain the surveys used for the SERVOL intervention group and the comparison group, and list the interview questions for parents, community leaders, and employers.) (KB)

ED 463 858   PS 030 273

Redding, Sam
Parents and Learning. Educational Practices Series--2.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Children; *Educational Principles; Educational Research; Elementary Education; Expectation; Family Life; Homework; Instructional Development; Parent Attitudes; Parent Education; Parent Participation; *Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation; *Parents; *Parents as Teachers; School Community Relationship; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Daily Routines; Family Community Relationship

This booklet is the second in a series on educational practices that generally improve learning. Based on the view that schools can work with families to improve the curriculum of the home regardless of the family's economic situation, the booklet focuses on parents as children's first and most powerful teachers and presents principles related to what parents can do to help their children do well in school. The discussion of

Evaluation Methods; Foreign Countries; Models; *Parent Participation; Parent Student Relationship; Parent Teacher Cooperation; *Student Evaluation; *Young Children
IDENTIFIERS- *Mediated Learning Experience; Singapore

This paper examines the status of parents in the developmental assessment process and considers how involving parents jointly with the professional to assess their young child may yield more accurate and valuable information. The paper explores the use of a mediated learning experience (MLE) approach as a framework for increasing support for parental involvement in the assessment process. It is suggested that changes occurring in a child's environment are potentially effective if these changes include learning experiences mediated by an adult. Criteria of mediated learning experiences are described: intentionality and reciprocity, transcendence, meaning, feelings of competence, self-regulation, sharing behavior, individuation and psychological differentiation, goal planning, challenge, and self-change. Nine cases of children's behavior, ranging from separation anxiety to avoidance of school tasks, were discussed by 25 Singapore parents working in groups in a 3-day workshop to introduce the concepts of MLE and their relationship to behavior identification and management. One case is highlighted as an example. The paper notes that the Singapore parents identified academic tasks as major concerns in their daily mediational activities. The paper concludes by noting that the approach to assessment presented here has implications for working with parents and for training of professionals who work with them. (KB)

ED 463 877 PS 030 295

Affordable Housing: A Crisis for Wisconsin Families. A WisKids Count Special Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 02
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demography; Family Financial Resources; *Housing Deficiencies; *Housing Needs; Housing Opportunities; *Low Rent Housing; Poverty; Public Housing
IDENTIFIERS- *Affordability; *Wisconsin

Growing up in poor quality, unsafe, and/or overcrowded housing magnifies all the other challenges and disadvantages that go along with poverty. Noting that as more and more families in Wisconsin and nationwide struggle to achieve sustainable housing, the connection between housing and child well-being is becoming increasingly obvious, this WisKids report focuses on the worsening affordable housing crunch in Wisconsin. In addition to quantitative data, the report includes four articles by experts in Wisconsin housing matters on issues related to housing quality and affordability. Following an introduction, the articles are: (1) "Big Costs, Little Paychecks: Why It's So Hard To Build Housing That's Truly Affordable" (Bill Perkins); (2) "Low-Income Housing in Wisconsin's Rural Communities, or, Country Mouse-City Mouse" (Peter Kilde); (3) "What's Wrong with Section 8 and What Can Be Done To Fix It" (Brenda Konkel); and (4) "Good Bye, Old Paint" (Martha Cranley), on the problem of childhood lead poisoning. A list of data sources concludes the report. (HTH)

ED 463 878 PS 030 296

about the Grade 9 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 9 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health and Personal Life Skills"; (8) "Information and Communication Technology"; and (9) Optional Courses in Career and Technology Studies, Fine and Performing Arts, Language Programs and Courses Other Than English, and other courses such as Environmental and Outdoor Education, and Ethics. Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 463 895 PS 030 331

Ce que mon enfant apprend a l'ecole. Manuel a l'intention des parents, 2001-2002: 10e, 11e et 12e annees (What My Child Learns in School. Curriculum Handbook for Parents, 2001-2002: Grades 10, 11 and 12).
PUB DATE- 01
NOTE- 63p.; Title page reads "Les Programmes au secondaire deuxieme cycle" (Senior High School Programs). The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series in English, one set for public schools and one set for Catholic schools. For the 2001-2002 public school series, see ED 461 426-436. For the 2001-2002 Catholic school series, see PS 030 167-177.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Objectives; Fine Arts; Foreign Countries; Health Education; *High School Students; *High Schools; Language Arts; Mathematics; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

Noting that high school students are faced with decisions that will determine future opportunities and endeavors, this French-language handbook provides parents with information about the high school curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Senior High School," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of high school. Following introductory material, the handbook provides a program overview, including diploma requirements, a program planner, and descriptions of adjunct programs such as immersion/bilingual programs, off-campus education, a registered apprenticeship program, and distance learning. The handbook then describes the required high school core courses: English Language Arts, Mathematics, Science, Social Studies, Career and Life Management 20, Physical Education 10, and Information and Communication Technology. In addition, the handbook presents information on Optional Courses in Career and Technology Studies, Fine and Performing Arts, Physical

Education 20-30, and Second Languages programs. The handbook concludes with frequently asked questions and a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 463 896 PS 030 341

Azer, Sheri; Morgan, Gwen; Clifford, Richard M.; Crawford, Gisele M.
Regulation of Child Care. Early Childhood Research & Policy Briefs, Volume 2, Number 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Change Strategies; *Day Care; Day Care Effects; Early Childhood Education; Family Day Care; Research Needs; State Regulation
IDENTIFIERS- Day Care Licensing; *Day Care Quality; *Day Care Regulations

Licensing is the first line of protection for children in out-of-family child care settings in the United States. The highest level of program quality assurance available to most parents is through accreditation systems, which are intended to identify high quality programs. This research and policy brief, a quarterly synthesis of issues addressed by investigators and affiliates of the National Center for Early Development and Learning, examines the state of knowledge of regulation in the United States. The brief explores why regulation is currently an issue, and what research says about regulatable elements of quality in child care. The brief also summarizes what is known about state licensing, and offers recommendations in the areas of licensing, funding, and research to improve child care regulation in the United States. A chart provides salient characteristics of licensing regulations for each of the states. Also included is a fact sheet summarizing findings in the larger report. (Contains 47 references.) (HTH)

ED 463 897 PS 030 342

Pianta, Robert; Cox, Martha
Transition to Kindergarten. Early Childhood Research & Policy Briefs, Volume 2, Number 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 8p.; For Volume 2, Number 1, see PS 030 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Early Experience; *Educational Policy; Family School Relationship; *Preschool Children; Primary Education; School Readiness; *Student Adjustment; Student Needs; *Transitional Programs
IDENTIFIERS- *Transitional Activities

The transition to formal schooling is a landmark event for millions of children, but transition practices commonly used may not be well-suited to the needs of children and families. This research and policy brief, a quarterly synthesis of issues

Valverde, Leonard A., Ed.
The Latino Student's Guide to College Success.
PUB DATE- 02
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Bound Students; College Freshmen; *College Preparation; *College Students; Community Colleges; Higher Education; *Hispanic American Students; *Learning Strategies; *Paying for College; Resource Materials; Social Support Groups; Student Financial Aid; *Student Rights
IDENTIFIERS- *Latinos

This book aims to assist Latinos who are thinking about going to college. The book is divided into four parts and is organized by steps. Part 1 discusses preparing for college. Steps identify 10 new ways of thinking to get ready psychologically for the SAT or ACT exams and college itself; provide forms, tips, and a sample letter to assist in selecting a college; and discuss types of financial assistance and how to apply for it. Part 2 addresses college life. Steps explain college catalogs, policies, and orientation programs, and give academic strategies for being a better student; provide a guide to being an active learner, building support groups, handling stress, setting goals, taking notes, writing papers, and taking tests; give tips about services on and off campus, particularly via the Internet, and choosing mentors; describe student rights; and discuss extracurricular activities. Part 3 provides vignettes from 10 notable Latinos and Latinas who describe how they made it through college. Part 4 is a directory of the top 50 universities and top 20 community colleges in the United States and top 5 Puerto Rican institutions in terms of Latino graduates. Also provided are lists of the top 10 universities and top 10 community colleges with the highest percentages of Latino enrollment. (Contains an index.) (TD)

ED 463 916 RC 023 448

Colangelo, Nicholas; Assouline, Susan G.; New, Jennifer K.
Gifted Voices from Rural America.
PUB DATE- 01
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Charter Schools; Community Schools; Educational Cooperation; Educational Environment; Educational Practices; Elementary Secondary Education; *Gifted; Profiles; *Rural Education; Rural Schools; *School Community Relationship; *Small Schools; Student Projects

This report focuses on gifted and talented education in six rural schools. An introduction summarizes a 1999 national assessment of rural gifted education and points out that the standards movement may hinder development of both effective rural schools and gifted programming. Of the six schools profiled, two were founded especially for gifted and talented students, all are small, and each has a niche developed by a special teacher or in response to specific circumstances. Akron-Westfield Community School in northwestern Iowa serves 700 K-12 students; features include social support and mentoring for gifted students, a schoolwide History Day, and yearlong history projects by high school students. Jackson River Governor's

Stewardship Education: Challenges and Opportunities for Reaching Diverse Audiences" (Myron F. Floyd); (8) "An Overview of an Issue and Action Instruction Program for Stewardship Education" (Tom Marcinkowski); (9) "Outdoor and Risk Educational Practices" (Marni Goldenberg); (10) "Water-Based Outdoor Recreation and Persons with Disabilities" (Jo-Ellen Ross); (11) "Recommended Educational Practices for Youth Environmental Education from a 4-H Youth Development Perspective" (Kathleen E. Vos); and (12) "Best Practices in Marine and Coastal Science Education: Lessons Learned from a National Estuarine Research Reserve" (Janice D. McDonnell). (Contains references in each paper.) (SV)

ED 463 934 RC 023 491

Fedler, Anthony J.
Fishing, Boating and Aquatic Stewardship Education: Framework and Best Practices Recommendations.
PUB DATE- 01
NOTE- 15p.; In: Defining Best Practices in Boating, Fishing, and Stewardship Education; see RC 023 490.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Practices; *Educational Principles; Educational Research; *Environmental Education; *Outdoor Education; *Professional Development; *Program Development; Program Effectiveness; Program Evaluation; Workshops
IDENTIFIERS- Boating; Fishing; Stewardship; Task Force Approach

Increasing questions about the value and efficacy of aquatic and boating education programs have led to demands for scientifically based guidance for improving and evaluating those programs. The Recreational Boating and Fishing Foundation commissioned 11 aquatic, environmental, and outdoor education professionals to provide summaries of research and recommendations for the development of best professional practices for fishing, boating, and stewardship education. The research and recommendations were then reviewed by 25 researchers and educators during a workshop. This paper summarizes the process involved in completing this project, develops the conceptual framework within which to consider the principles and recommendations, outlines the recommendations, and provides an overview of the background papers. The conceptual model for program development and evaluation includes inputs (resources), activities, participants, outputs (numbers and feedback), and outcomes. Outcomes include short-term (learning and attitudes), medium-term (behaviors), and long-term (effects on conditions). Five tables list guiding principles for boating, fishing, and aquatic education, and best practices for program development and implementation, professional development, program evaluation, and research. (Contains 15 references.) (SV)

ED 463 935 RC 023 492

Siemer, William F.
Best Practices for Curriculum, Teaching, and Evaluation Components of Aquatic Stewardship Education.
PUB DATE- 01
NOTE- 20p.; In: Defining Best Practices in Boating, Fishing, and Stewardship Education; see RC 023 490.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

April 7-10, 2002)
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Epistemology; Graduate Study; Higher Education; Inquiry; Science Education; *Scientific Literacy; *Writing (Composition)
IDENTIFIERS- Science Writing

This multiple case study examined the co-authorship process in two research laboratories of different university science departments. The study focused on five writing teams, one in Biochemistry and Microbiology and four in Earth and Ocean Sciences. The role of the researcher supervisor, the role of the student (graduate and post-graduate), the interaction of the supervisor and the student, the activities and processes inherent in the co-authorship process, and the student's expertise, scientific writing, and entry into an academic discourse community were documented. Multiple sources of data and methods were used to document the activities and processes in the co-authoring of research reports; the alignment between the students' and their research supervisor's beliefs about writing; and whether co-authorship helps the student become an expert science writer. Participants were given a questionnaire to ascertain their respective background experiences in science and their beliefs about science writing and followed through the five-month drafting process of a research report manuscript. Meetings between research supervisors and students were observed and audio-taped, and field notes and reflective notes were taken. Edited drafts, including research supervisor's suggestions and students' responses, were collected. During their writing or soon thereafter, students were given part two of the questionnaire to establish the methods they used when they wrote. Finally, the participants were asked to reflect on their co-authoring experiences and to suggest any other activities that would aid students (research supervisors' response) or themselves (students' response) in becoming proficient science writers. Several activities and processes were found to be common across all co-authorship teams, including aspects of planning, drafting, and revising. Habits of mind, beliefs about the nature of science, and abilities to communicate the big ideas of science were evident in these activities and processes. Elements of scientific and writing expertise, facets of enculturation into scientific research and discourse communities, academic civility, and the dynamics of collaborative groups also were apparent. Audience and journal selection were surpassed in importance only by the writers' perceptions of the rigor of their scientific claims. Graduate and post-graduate students' beliefs about science and the role of science writing agreed with those of their graduate supervisors. There was healthy tension and mutual respect in the research groups as they attempted to make sense of science, report their results clearly and persuasively, and shared the responsibilities of expertise. The findings of this study indicate that co-authoring a research report is an authentic and meaningful learning experience that helps students learn to write like scientists. (Contains 70 references.) (Author/MM)

ED 463 958   SE 065 967

Cassidy, Michael
Analyzing Sound Waves Produced by Musical Notes & Chords.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual International T3

NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Built Environment; Geography; *Heritage Education; *Historic Sites; Primary Sources; Secondary Education; Social Studies; Student Educational Objectives; *United States History
IDENTIFIERS- Cape Hatteras; National Register of Historic Places; Site Visits

The original Little Kinnakeet Lifesaving Station (North Carolina) is a reminder of the stations constructed by the U.S. Lifesaving Service during its 44-year existence (1871-1915). The original station building was among the first seven constructed on North Carolina's treacherous Outer Banks in 1874. A larger building was added in 1904, and the site remained active under the U.S. Coast Guard until 1954, when it was decommissioned and transferred to the National Park Service as a part of Cape Hatteras National Seashore. It still stands among the windblown sands of Hatteras Island (North Carolina), untouched by development, a monument to the lifesavers it once housed. This lesson plan is based on the National Register of Historic Places for Little Kinnakeet Lifesaving/Coast Guard Station and primary sources about the station's activities. The lesson can be used in U.S. history, social studies, and geography course units on 19th-century commerce or transportation, civics, or the chronological period after Reconstruction. The teacher materials include: information about the lesson plan and how to use it, where it fits into the curriculum, objectives for students, visiting the site, and supplementary resources. The student materials include seven sections: "Getting Started"; "Photograph Analysis Worksheet"; "Setting the Stage"; "Locating the Site" (two maps); "Determining the Facts" (A Noble Service; Instructions to Mariners; Personal Testimonies); "Visual Evidence" (Photos: Lifesaving Crew, 1890s; Little Kinnakeet, 1890s; Little Kinnakeet C.G. Station; Thursday's Drill); and "Putting It All Together" (Activities: Shipwrecks and Rescues; Beach Patrol; Today's Lifesavers). (BT)

ED 463 983 SO 032 350

Burnett, Waynette
Gran Quivira: A Blending of Cultures in a Pueblo Indian Village. Teaching with Historic Places.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Built Environment; *Geography; Heritage Education; *Historic Sites; *Land Settlement; Primary Sources; *Pueblo (People); Secondary Education; Social Studies; Student Educational Objectives; *United States History
IDENTIFIERS- National Register of Historic Places; *Pueblo Culture

Gran Quivira is one of three sites that make up Salinas Pueblo Missions National Monument in present-day New Mexico. A vibrant society, mostly Pueblo Indian and Spanish missions, thrived there until the late 17th century. Today, people encounter only a soothing silence broken by a constant breeze and the chirr of insect wings. This lesson plan is based on National Park Service documentation. The lesson can be used in U.S. history, social studies, and geography courses in units on native media, techniques, and processes to create works of art and communicate meaning; (2) students ill create ways to use visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art; (4) students will understand the visual arts in relation to diverse cultures, times, and places; (5) students will reflect upon, describe, analyze, interpret and evaluate works of art and design; and (6) students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)

ED 464 004 SO 033 716

Unit Planning Grids for Visual Arts--Grade 5.
PUB DATE- 02
NOTE- 21p.; For additional Delaware unit planning grids for visual arts, see SO 033 711-721.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Art Activities; *Grade 5; Intermediate Grades; *Planning; Public Schools; *State Standards; Student Educational Objectives; *Visual Arts
IDENTIFIERS- *Delaware; Performance Indicators

This planning grid for teaching visual arts in grade 5 in Delaware schools outlines the following six standards for students to complete: (1) students will select and use form, media, techniques, and processes to create woks of art and communicate meaning; (2) students will create ways to use visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art; (4) students will understand the visual arts in relation to diverse cultures, times, and places; (5) students will reflect upon, describe, analyze, interpret and evaluate works of art and design; and (6) Students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)

ED 464 005 SO 033 717

Unit Planning Grids for Visual Arts--Grade 6.
PUB DATE- 02
NOTE- 21p.; For additional Delaware unit planning grids for visual arts, see SO 033 711-721.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Art Activities; *Grade 6; Intermediate Grades; *Planning; Public Schools; *State Standards; Student Educational Objectives; *Visual Arts
IDENTIFIERS- *Delaware; Performance Indicators

This planning grid for teaching visual arts in grade 6 in Delaware schools outlines the following six standards for students to complete: (1) students will select and use form, media, techniques, and processes to create works of art and communicate meaning; (2) students will create ways to use teachers and teacher unions during recent years, with British Columbia's teachers reporting the highest stress levels nationwide. Teachers must juggle diverse, intense types of interactions and respond to requests by colleagues, administrators, parents, and community members. Teachers report experiencing very high stress related to reporting practices and issues. International studies show that teachers' work intensification mirrors societal trends toward overwork. Site-based management has led to increased teacher workload. Imposed and centralized system accountability, lack of professional autonomy, relentlessly imposed change, constant media criticism, reduced resources, and moderate pay all relate to teacher stress. Some studies indicate that there are gender-based differences in teacher stress. The effects of teacher stress include declining job satisfaction, reduced ability to meet students' needs, significant incidences of psychological disorders leading to increased absenteeism, and high levels of claims for stress-related disability. Stress appears to be a factor in teachers leaving the profession in many countries. Collective bargaining is an obvious route to addressing teacher workload, and British research indicates that action can be taken once the effects of stress-inducing workloads are understood. (Contains 28 references.) (SM)

ED 464 029 SP 040 581

Naylor, Charlie; Malcomson, John
"I Love Teaching English, But..." A Study of the Workload of English Teachers in B.C. Secondary Grades. BCTF Research Report.
PUB DATE- 01
NOTE- 48p.; "Part of the BCTF Information Handbook, Section III, 2001-WLC-02."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Coping; English Teachers; *Faculty Workload; Foreign Countries; Secondary Education; *Secondary School Teachers; Stress Management; Stress Variables; *Teacher Attitudes; *Teaching Conditions
IDENTIFIERS- British Columbia

This study surveyed secondary school English teachers in British Columbia, Canada to examine the nature and extent of teacher workload, teacher perceptions of workload-related stress, and teacher ability to cope with this stress. Surveys were distributed to secondary schools throughout the province, and 737 teachers responded. Results indicated that English teachers worked long hours, with an average work week of over 53 hours. Teachers were driven primarily by preparation and marking needs. Teachers reported that workload levels had increased in recent years. School organization played a major role in determining teacher perceptions of work load. These respondents reported high and increasing numbers of English as a Second Language students and students with special needs in their classrooms. They felt that they adjusted their teaching methods to cope with workload pressures, with some adjustments driven by workload coping requirements rather than pedagogical factors. Teachers reported widespread symptoms of stress and varying abilities to cope with stress. Age and gender were relevant variables in how stress and coping ability were perceived. The questionnaire is appended. (Contains 29 tables and 13 references.) (SM)

ED 464 030 SP 040 582

completed their third year. North Carolina is exemplary in its efforts to improve teacher quality, with the University-School Teacher Education Partnerships key in North Carolina's accomplishments. This report presents vignettes of each North Carolina partnership school which highlight such issues as partnership impact on schools and students; helping students meet state standards; using technology to document student growth and development; reducing achievement gaps between disadvantaged and other students; providing for diverse students; and tutoring to advance learning. Faculty efforts to improve teacher preparation are sketched in vignettes on such topics as teaching by faculty that demonstrates how they would have their interns teach, discovering that teachers can learn as they help interns learn, and connecting campus courses better to field experiences. The most notable change achieved by partnership activity is the yearlong internship, which replaces student teaching. Intern teachers are viewed as part of the school instructional staff, taking on the role of assistant teachers. Numerous programs are available to prepare school teachers who guide student and beginning teachers. The quality of collaboration between universities and schools has been renewed at several sites to make representation more equal. (SM)

ED 464 050 SP 040 641

Eggen, Belinda
Administrative Accountability and the Novice Teacher.
PUB DATE- 02
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Administrator Responsibility; *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Faculty Workload; *Financial Support; Labor Turnover; Mentors; Public Schools; Teacher Persistence; Teaching Conditions
IDENTIFIERS- South Carolina

This paper examines findings from a study that investigated the reasons for high teacher attrition rates in South Carolina public schools. Surveys of 359 former teachers and interviews with respondents indicated that the primary issue in teacher attrition was lack of support for beginning teachers from the building and district level administrator. Support that was desired but not received fell into the areas of supportive environment, financial support, mentoring support, behavior management support, and workload/work role support, all areas over which administrators have some control. Teachers offered recommendations for the school system to support beginning teachers and keep them from leaving, including: continue efforts to incorporate changes to help all teachers succeed and remain in the profession (e.g., increased security, better pay, smaller class size, and mentoring); increase opportunities for communication among all parties involved in the educational process; and give new teachers the opportunity to develop a professional knowledge base and the time needed to act and reflect upon that knowledge. (SM)

ED 464 051 SP 040 643

PUB DATE- 02
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Cooperating Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Student Teachers; Teacher Educators

This study examined preservice teachers', cooperating teachers', and teacher educators' definitions and understandings of accountability in teacher education. Respondents at three universities completed surveys that included both selected and open-ended response items. Data analysis indicated that nearly 80 percent of the respondents believed they understood the term accountability, and 67.2 percent of them thought accountability measures benefited educators and improved teaching and learning. About 91 percent of respondents considered themselves accountable to people within their teacher education programs and required to provide evidence of their competence to these people, though they were unclear about the type of evidence they should provide. About 78 percent of respondents believed they were accountable to people outside their teacher education programs and that they were required to provide evidence of their competence to people outside these programs. At all three institutions, participants generally felt that they understood and valued accountability and were aware of groups to which they accountable. There was a level of confidence in the worth of accountability and recognition of the pressures resulting from it. (SM)

ED 464 070 SP 040 672

Gimbert, Belinda G.
Nurturing an Intern Learning Community in a Professional Development School Culture: Spaces for Voice and Multiple Perspectives.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Collegiality; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Professional Development Schools; Student Teachers; *Teacher Collaboration
IDENTIFIERS- *Learning Communities

Embedded in the framework of a Professional Development School (PDS) culture, this paper explores how interns in a learning community experienced collegial interactions, conversations, and collaborative reflection. The PDS intern community was a transformative learning forum in which empowered novice teachers articulated and examined their beliefs and analyzed their classroom practice. Within the confines of a safe and nonthreatening peer environment, interns created personal meanings of their experiences, posed further wonderings about children's thinking and ideas, and reflected on how to make "better problems." Fostering "best" teaching practices, contemplating theory-practice issues, understanding the

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).; Ministry of Education, Taipei (Taiwan).
PUB DATE- 02
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; *Elementary School Students; Foreign Countries; Intermediate Grades; Learning; Second Language Learning; *Self Efficacy; Sex Differences; Student Interests
IDENTIFIERS- Canada; *Choice Behavior; Taiwan

A cross-cultural experiment testing the effect of personal choice on learning was conducted with fifth and sixth graders from Canada (n=130) and Taiwan (n=153) using a computerized foreign language learning task. The results show that choice had no significant impact on children's interest, effort, or learning outcome. Although comparable to their Chinese counterparts in efficacy beliefs, the Canadian children reported that they were more interested, but showed less effort and performed less well on the task. The Canadian boys had lower efficacy beliefs and consistently showed less interest and effort than did the girls; this gender gap was not evident among the Chinese children. Among the Chinese children, unlike the Canadians, effort was unrelated to efficacy beliefs or interest. When told explicitly there would be no test, Chinese children became more interested in the task, but the Canadians were unaffected. Implications of these findings are discussed, and further studies are suggested. (Contains 3 tables, 3 figures, and 28 references.) (Author/SLD)

ED 464 091 TM 033 771

Snodgrass, Donna; Salzman, James A.
Creating the Rosetta Stone: Deciphering the Language of Accountability To Improve Student Performance.
PUB DATE- 02
NOTE- 35p.; Paper presented at the Annual Meeting of the American Association for Educational Research (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Achievement Tests; Elementary Secondary Education; *Models; State Programs; *Test Interpretation; Testing Programs
IDENTIFIERS- Ohio; Ohio Fourth Grade Proficiency Test; Ohio Off Grade Proficiency Tests; Ohio Sixth Grade Proficiency Test; Ohio Twelfth Grade Proficiency Test

The objectives of this paper are threefold. First, a model is proposed for unifying massive amounts of conceptual and numerical information flowing from the measures of the accountability movement in Ohio and the materials that are publicly available to educators. Second, this model is translated into useable forms of information that help teachers drive instructional practices in their classrooms. Third, the efficacy of this model meant to improve state-mandated proficiency scores at the district level is discussed. The

Eighteen students participated in the cognitive interviews, and their responses resulted in some suggestions for the preparation of translated test booklets. It is suggested that bilingual mathematics teachers be included in the translation team and that qualitative methods be used to determine how students respond to translated tests. Study results should be useful to those planning to provide testing accommodations to English language learners. (Contains 8 tables and 12 references.) (SLD)

ED 464 112 TM 033 793

Guskey, Thomas R.; Sparks, Dennis
Linking Professional Development to Improvements in Student Learning.
PUB DATE- 02
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Theories; Elementary Secondary Education; Learning; Models; *Outcomes of Education; *Professional Development; *Teachers; Validity

This paper describes a theoretical model of the multidimensional relationship between professional development activities for educators and improvements in student learning. It also examines the validity and appropriateness of the model through five in-depth case studies of school-based professional development programs. The model presented extends the work of current researchers and is more comprehensive than other recent models. The premise of the model is that the quality of professional development is influenced by many factors, with the most important being grouped into three categories: content characteristics, process variables, and context characteristics. Quality of professional development, the central component of the model, is linked to teachers' knowledge and practices, administrators' knowledge and practices, and parents' knowledge and practices. Student learning outcomes result from these interactions. The case studies used to test the model came from the National Staff Development Councils Model School Program. Three implications are drawn from the model. First, the model shows that the relationship between professional development and improvements in student learning is complex but not chaotic or random. Second, the model offers guidance to those interested in determining what makes professional development effective. Third, the model illustrates the importance of a systemic approach to professional development and the need to view professional development reform from a systems perspective. (Contains 1 figure and 23 references.) (SLD)

ED 464 113 TM 033 794

Guskey, Thomas R.
Perspectives on Grading and Reporting: Differences among Teachers, Students, and Parents.
PUB DATE- 02
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).

and then this model was used to suggest pedagogical interventions that might be most effective at promoting better student understanding and as a metric by which to evaluate the potential effectiveness of these and other interventions. (Contains 9 tables and 15 references.) (SLD)

ED 464 132 TM 033 815

Raju, Nambury S.; Arenson, Ethan
Developing a Common Metric in Item Response Theory: An Area-Minimization Approach.
PUB DATE- 02
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2-4, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Item Response Theory; *Test Items
IDENTIFIERS- Calibration; *Linking Metrics

An alternative method of finding a common metric for separate calibrations through the use of a common (anchor) set of items is presented. Based on Raju's (1988) method of calculating the area between the two item response functions, this (area-minimization) method minimizes the sum of the squared exact unsigned areas of each of the common items. This new method and five other currently available linking methods are illustrated with an empirical example. For this purpose, data from a calibration administration of two forms of a statewide high school algebra test were used. The need for additional research in this area, especially to establish the degree of congruence among various linking methods, is strongly recommended. (Contains 5 tables and 18 references.) (Author/SLD)

ED 464 133 TM 033 816

Gordon, Lynn Melby
A New Self-Report Instrument for Assessing Teachers' Classroom Management Intervention Strategies.
PUB DATE- 02
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Elementary Education; *Elementary School Teachers; Factor Analysis; *Intervention; Orthogonal Rotation; Urban Schools

A self-report Intervention Strategies Scale was developed in order to assess teachers' use of positive and restrictive discipline strategies with students who display hyperactive and aggressive behavior in the classroom. Pilot work produced a 26-item instrument using a 5-point Likert scale. An orthogonal varimax rotation was performed using ratings completed by 289 teachers from 21 urban elementary schools. The factor analysis extracted three factors, not two, which were labeled rewards, negative consequences, and severe consequences. The Intervention Strategies Scale is offered here as a new assessment tool that may be useful for inclusion in future classroom management studies, validation experiments, or item

Educational Research Association (New Orleans, LA, April, 2002). "With assistance from Jan Williamson and Patricia Schenck." Some figures might not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Interviews; *Professional Development; *School Districts; *Student Evaluation; Teacher Made Tests; Teacher Surveys

This paper describes lessons learned about the district role in building teachers capacity to assess students more effectively. It also presents a framework based on experiences with school districts that demonstrates how districts leverage an interconnected system of strategies to have an impact on the quality of instruction and assessment in the classroom. Lessons are derived from research conducted at SERVE, the federally funded research and development laboratory serving the southeastern states. The major sources were a training initiative, including teacher surveys, and interviews with key informants from 15 school districts. The interconnected system of strategies derived from these sources includes those that: (1) build teacher capacity (professional development, teacher evaluation, and instructional leadership); (2) set the conditions in the district for continuous improvement (defining strategies and strategic planning); (3) support effective school improvement processes (informal school reviews and allocation of funds); and (4) monitor progress (use of assessments, use of data on classroom environments, and defining grade-level proficiency). Three appendixes contain attachments that provide supplemental information, the interview protocol and a table of districts interviewed, and the baseline classroom assessment questionnaire. (Contains 23 references.) (SLD)

ED 464 154 TM 033 839

Wilmore, Elaine L.
A Subgroup Analysis of Predictors to Certification Examination Success in Differing Principal Preparation Programs.
PUB DATE- 02
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). For a related paper from the same author, see TM 033 840.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Administrator Qualifications; College Entrance Examinations; Elementary Secondary Education; Ethnicity; Grade Point Average; Higher Education; Internship Programs; *Licensing Examinations (Professions); *Prediction; *Principals; Racial Differences; Sex Differences
IDENTIFIERS- Graduate Record Examinations

This study addresses the factors of Graduate Record Examination scores (GRE), race, gender, and undergraduate grade point average (GPA) as predictors of principal certification examination success at a large urban university. The university has three programs that lead to a masters degree and principal certification. The regular program consists of students not in a cohort who complete programs on individual time tables.

reading achievement of both black and white students by roughly 3 to 4 percentile points. Notably, the estimated achievement gains associated with a same-race teacher exist for nearly all groups defined by race and gender. (Contains 11 tables and 28 references.) (SM)

ED 464 173 UD 034 945

Bridglall, Beatrice L.; Gordon, Edmund W.
The Idea of Supplementary Education.
PUB DATE- 02
NOTE- 6p.; Published quarterly. Theme issue. A publication of the Program of Research on the Affirmative Development of Academic Ability.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; After School Programs; Computer Literacy; Cultural Influences; *Educational Environment; Elementary Secondary Education; *Enrichment Activities; *Equal Education; Low Income Groups; *Minority Group Children; *Supplementary Education
IDENTIFIERS- Psychosocial Factors

This document examines the importance of access to educational resources that are supplementary to what is available in school for all students. Supplementary education is the formal and informal learning and developmental enrichment opportunities provided for students outside of school and beyond the regular school day or year. While supplementary education significantly increases students' chances for academic success, many families do not know how or are not positioned to access it. Studies of high achieving students show that they tend to have combinations of strong home and school resources to support their intellectual and personal development. They tend to participate in a wide range of supplementary educational activities and come from families of middle to high socioeconomic status. High achieving students are actively engaged in school events and extracurricular activities and maintain positive links with adults and peers who continually advocate high expectations for achievement. It is important to reduce the dissonance between hegemonic and ethnic minority cultural identities as reflected in the "fear of acting white" and fear of stereotype confirmation. Targeted strategies include facilitating cooperative learning cadres among students, facilitating social environments that nurture academic achievement as instrumental to personal and political agency, and developing facility in using electronic and digital technology. (Contains 22 references.) (SM)

ED 464 174 UD 034 946

Levin, Henry M.
A Comprehensive Framework for Evaluating Educational Vouchers. Occasional Paper.
PUB DATE- 00
NOTE- 40p.; An earlier version of this paper was presented at the Interdisciplinary Symposium on the Futures of Education (Zurich, Switzerland, March 28-30, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Quality; *Educational Vouchers; Elementary Secondary Education; Equal Education; Evaluation

caseworkers, general office practices and accessibility, use of multiple agencies, and the eligibility recertification process. Subsidies can be complex to access and obtain. Various practices may inadvertently undercut several fundamental goals of the child care subsidy system, including supporting work, reducing welfare receipt, and promoting stable child care. They may contribute to lower subsidy usage and higher subsidy turnover rates. Yet a number of sites have policies and practices that support access and retention, and states and localities have the freedom to implement such strategies in the current federal context. (SM)

ED 464 192 UD 034 979

Zedlewski, Sheila R.; Giannarelli, Linda; Morton, Joyce; Wheaton, Laura
Extreme Poverty Rising, Existing Government Programs Could Do More. New Federalism: National Survey of America's Families, Series B, No. B-45. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.
PUB DATE- 02
NOTE- 9p.; Also supported by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; Federal Programs; *Poverty; *Welfare Recipients
IDENTIFIERS- *Temporary Assistance for Needy Families

This brief examines how decreased program participation has affected poverty since welfare reform, reviewing changes in poverty from 1996-1998 and comparing families' current economic status with a scenario that assumes full participation in government support programs. Data come from the 1997 and 1999 National Surveys of America's Families (NSAF) and the Urban Institute's Transfer Income Model, which corrects the NSAF's underreporting of government benefits, adds the value of food stamps and earned income tax credit imputes federal payroll and income taxes, and estimates annual out-of-pocket child care expenses. Results indicate that the government offers a stronger safety net than is delivered. In 1998, if all families with children participated in the post-reform government safety net programs for which they qualified, poverty would have declined by more than 20 percent, and extreme poverty by 70 percent. This decline provides a strong rationale for changing existing programs to provide family-friendly delivery systems and more standardized eligibility requirements. The results suggest that private and public sector efforts to increase program participation could reduce poverty and economic hardship. (SM)

ED 464 193 UD 034 980

addressed by investigators and affiliates of the National Center for Early Development and Learning, focuses on transition activities and policies. The brief examines issues surrounding transition to kindergarten and how U.S. schools support this transition. The brief encourages policy makers to broaden the focus on children's readiness skills to one encompassing the settings that influence those skills--family, peer group, preschool, and school and suggests needed policy changes and factors in need of further research. The brief includes a fact sheet on the transition to kindergarten summarizing the findings of the larger report. (Contains 18 references.) (HTH)

ED 463 898   PS 030 344

Odom, Samuel L., Ed.
Widening the Circle: Including Children with Disabilities in Preschool Programs. Early Childhood Education Series.
PUB DATE- 02
NOTE- 224p.; Foreword by Carol Copple. Edited with Paula J. Beckman, Marci J. Hanson, Eva Horn, Joan Lieber, Susan R. Sandall, Ilene S. Schwartz, and Ruth A. Wolery.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Access to Education; *Cultural Relevance; Definitions; *Disabilities; Diversity (Student); *Inclusive Schools; Individualized Instruction; Models; *Preschool Education

Based on a groundbreaking 5-year research study conducted by the Early Childhood Research Institute on Inclusion, this book explores the barriers to and influences on inclusive education settings for young children. Topics covered include individualized instruction, family perceptions of inclusion, and cultural and linguistic diversity. The articles draw useful implications for practitioners, providing helpful suggestions for modifying activities, materials, environmental supports, and teaching strategies. The chapters are: (1) "Learning about the Barriers to and Facilitators of Inclusion for Young Children with Disabilities" (Samuel L. Odom); (2) "'I Know It When I See It': In Search of a Common Definition of Inclusion" (Ilene S. Schwartz, Susan R. Sandall, Samuel L. Odom, Eva Horn, and Paula J. Beckman); (3) "Classroom Ecology and Child Participation" (Samuel L. Odom, William H. Brown, Ilene S. Schwartz, Craig Zercher, and Susan R. Sandall); (4) "Classroom Models of Individualized Instruction" (Eva Horn, Joan Lieber, Susan R. Sandall, Ilene S. Schwartz, and Ruth A. Wolery); (5) "Social Relationships of Children with Disabilities and Their Peers in Inclusive Preschool Classrooms" (Samuel L. Odom, Craig Zercher, Jules Marquart, Shouming Li, Susan R. Sandall, and Pamela Wolfberg); (6) "Collaborative Relationships among Adults in Inclusive Preschool Programs" (Joan Lieber, Ruth A. Wolery, Eva Horn, Jennifer Tschantz, Paula J. Beckman, and Marci J. Hanson); (7) "Family Perceptions of Inclusion" (Paula J. Beckman, Marci J. Hanson, and Eva Horn); (8) "Community Participation of Children with Disabilities" (Paula J. Beckman and Marci J. Hanson); (9) "Social Policy and Preschool Inclusion" (Samuel L. Odom, Ruth A. Wolery, Joan Lieber, and Eva Horn); (10) "Cultural and Linguistic Diversity: Influences on Preschool Inclusion" (Marci J. Hanson); and (11) "So What Do We Know from All This? Synthesis Points of Research on Preschool Inclusion" (Samuel L. Odom, Ilene S. Schwartz, and ECRII Investigators). Two appendices include a summary of the initial study, the Ecological Systems study; and study site

School (Clifton Forge, Virginia) offers community college courses to gifted high school juniors and seniors from surrounding rural school districts. At Voznesenka School on the Kenai Peninsula (Alaska), a teacher reflects on the situation of gifted students in a traditional village of Russian Old Believers. Nevada City School of the Arts is an arts-based charter elementary school in north-central California that provides flexible, individual attention to student needs--physical disabilities, exceptional abilities, behavioral problems, or some combination of these. The Native American Preparatory School (Rowe, New Mexico) is a residential high school for gifted and talented Native Americans that honors students' cultural heritage while providing a rigorous college preparation. Idalia High School in eastern Colorado was part of a school district "deconsolidation." Idalia's gifted students benefit from their English teacher's involvement in the Bread Loaf Rural Teachers Network. Sidebars present quotes from students and teachers, information on special programs, and Web addresses. Appendices present national data on rural schools by state, an Iowa timeline on education, and Iowa school data. (SV)

ED 463 917 RC 023 449

Demmert, William G., Jr.
Improving Academic Performance among Native American Students: A Review of the Research Literature.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 95p.; Online publication.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Achievement; *American Indian Education; Annotated Bibliographies; Bilingual Education; Cultural Maintenance; Culturally Relevant Education; Early Childhood Education; Educational Practices; *Educational Research; Elementary Secondary Education; Family Influence; Higher Education; Socioeconomic Influences; Student Characteristics

This literature review examines research-based information on educational approaches and programs associated with improving the academic performance of Native American students. A search reviewed ERIC's over 8,000 documents on American Indian education, as well as master's and doctoral dissertations and other sources of research on the education of Native Americans. Selected research reports and articles were organized into the following categories: early childhood environment and experiences; Native language and cultural programs; teachers, instruction, and curriculum; community and parental influences on academic performance; student characteristics; economic and social factors; and factors leading to success in college or college completion. The status of research and major research findings are reviewed for each of these categories; brief summaries of research findings with citations are included following the review of each category. Also included are an annotated bibliography of more than 100 research reports, journal articles, and dissertations, most published after 1985; and a bibliography of 23 additional references to other literature reviews and non-Native studies. (SV)

ED 463 918 RC 023 450

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Change; *Conservation Education; *Educational Practices; *Educational Principles; Ethics; Experiential Learning; Outdoor Education; Program Development; Program Effectiveness; Program Evaluation; Research Needs; Values Education; Water Resources
IDENTIFIERS- Environmental Ethic; *Stewardship

This paper reviews the literature to outline principles and best practices for aquatic stewardship education. Stewardship education develops an internalized stewardship ethic and the skills needed for decision making and environmentally responsible actions. Successful stewardship education programs are designed to influence beliefs, values, intentions, action skills, and behaviors related to specific environmental issues. Programs should address entry-level, ownership-level, and empowerment-level variables associated with behavior change. These variables include environmental sensitivity fostered through outdoor experience, knowledge of ecology and aquatic environmental issues, personal investment in specific issues, knowledge and skills in environmental action strategies, internal locus of control, and intentions to take action. Stewardship education provides a set of sequential learning experiences over an extensive time period, in formal and nonformal settings, within a supportive social environment. Comprehensive teacher training is needed. Programs should incorporate family, peer, group, and community involvement. The instructor or teacher should act as facilitator or guide to the learner. Early outcome evaluation should focus on attitudes, as an indicator of progress toward behavior change in participants. A comprehensive approach to evaluation is recommended, with detailed formative evaluation preceding any summative assessments. Recommendations are offered for correcting common deficiencies in program evaluation and for future research. (Contains 99 references.) (SV)

ED 463 936   RC 023 493

Athman, Julie A.; Monroe, Martha C.
Elements of Effective Environmental Education Programs.
PUB DATE- 01
NOTE- 14p.; In: Defining Best Practices in Boating, Fishing, and Stewardship Education; see RC 023 490.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Change; Educational Practices; *Educational Principles; *Environmental Education; Learning Theories; Outdoor Education; *Program Effectiveness
IDENTIFIERS- *Environmental Literacy

Rather than being just the presentation of information, environmental education helps learners achieve environmental literacy, which has attitude and behavior components in addition to a knowledge component. This form of environmental education has its roots in nature study, conservation education, outdoor education, and the U.N. Tbilisi Declaration on the goals and principles of environmental education. Elements of effective environmental education programs: (1) are relevant to the mission of the agency or organization and to the educational objectives of the audience; (2) present ideas in ways that are relevant to learners; (3) involve stakeholders in all stages of the program; (4) empower learners with skills to address environmental issues and a sense of personal and civic responsibility; (5) are accurate and balanced, incorporating multiple perspectives and interdisciplinary

Conference (Columbus, OH, March 16-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acoustics; Educational Technology; *Graphing Calculators; Graphs; *Music; Physics; *Science Activities; Science Education; Secondary Education; Visualization
IDENTIFIERS- Calculator Based Laboratories

This project description is designed to show how graphing calculators and calculator-based laboratories (CBL) can be used to explore topics in the physics of sound. The activities address topics such as sound waves, musical notes, and chords. Teaching notes, calculator instructions, and blackline masters are included. (MM)

ED 463 959 SE 065 969

Carruth, Barbara
Paper Towels, Baseball, Puzzles, Nuts & Bolts & the TI-83Plus STAT Tests Menu.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual International Teachers Teaching with Technology Conference (13th, Columbus, OH, March 16-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; Educational Technology; *Graphing Calculators; *Mathematics Activities; Mathematics Education; Probability; Secondary Education; Statistical Inference; *Statistics; Visualization

This collection of activities is designed to show how graphing calculators can be used to explore statistics. The activities address such topics as data representation, distributions, and statistical tests. Teaching notes and calculator instructions are included as are blackline masters. (MM)

ED 463 960 SE 065 981

Molnar, Bill
Graphing Calculators, the CBL2 TM and TI-Interactive TM in High School Science.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual International Teachers Teaching with Technology Conference (13th, Columbus, OH, March 16-18, 2001)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Graphing Calculators; Heat; Physics; Pressure (Physics); *Science Activities; Science Education; Secondary Education
IDENTIFIERS- Calculator Based Laboratories

This collection of activities is designed to show how TI-Interactive TM and Calculator-based Laboratories (CBL) can be used to explore topics in high school science. The activities address such topics as specific heat, Boyle's Law, Newton's Law

American Indian culture or the colonial presence of the Spanish in the Southwest. It explores the history of a Puebloan village from the 7th century to the arrival of the Spanish in the 17th century. The teacher materials section includes: "About This Lesson Plan" (Where It Fits into the Curriculum; Objectives for Students; Visiting the Site; Supplementary Resources) and "How To Use TwHP Lesson Plans." The student materials section includes: "Getting Started"; "Photograph Analysis Worksheet"; "Setting the Stage"; "Locating the Site" (Maps: Early Puebloan Communities, and The Salinas Basin); "Determining the Facts" (Readings: Village Life, and The Coming of the Spaniards); "Visual Evidence" (Photos: Salinas Pueblo Missions National Monument, Kiva at Gran Quivira, Aerial View of Gran Quivira; Drawings: Typical Kiva, Plan of Gran Quivira, Artists's Conception of Gran Quivira); and "Putting It All Together" (Activities: Retrieving Data, Constructing a Model of a Pueblo, Puebloans and Local Indians). (BT)

ED 463 984 SO 032 354

Banks, Alan
Boston's Arnold Arboretum: A Place for Study and Recreation. Teaching with Historic Places.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Community Resources; Heritage Education; *Historic Sites; Intermediate Grades; Land Use; *Nature Centers; *Parks; Primary Sources; Secondary Education; Social Studies; Student Educational Objectives; *Urban Environment
IDENTIFIERS- Massachusetts; National Register of Historic Places; *Olmsted (Frederick Law)

This lesson is based on the National Register of Historic Places registration file for the Arnold Arboretum (Massachusetts) and other source material about the Arboretum and Frederick Law Olmstead. The lesson focuses on the first arboretum in the United States, which was part of Olmstead's plan for Boston's park system, known as the "Emerald Necklace." The lesson can be used in teaching units on late 19th-century urban expansion, especially as influenced by immigration and the Industrial Revolution. It also can form the core of an interdisciplinary unit when used in conjunction with lessons on the Romantic and Transcendentalist movements and lessons on botany. The teacher's part of the lesson provides general information, gives educational objectives for students, discusses visiting the site, and lists supplementary resources. The student part of the lesson includes: "Getting Started"; "Photograph Analysis Worksheet"; "Setting the Stage"; "Locating the Site" (Map: Plan of Boston Park System); "Determining the Facts" (Readings: The Establishment of Arnold Arboretum; Olmstead's Views on Parks; Arnold Arboretum Becomes a Reality); "Visual Evidence" (Drawing: Bird's-eye View of Arnold Arboretum; Photos: Construction near Main Entrance, c. 1892; Kalmia in Bloom, c.1900); and "Putting It All Together" (Activities: Being a Plant Explorer, Park Rules and Regulations, Researching a Local Park). (BT)

ED 463 985 SO 032 355

Weltzin, Rosanna
The Forts of Old San Juan: Guardians of the Caribbean. Teaching

visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate and use subjects, themes, symbols, and ideas to create works of art; (4) students will understand the visual arts in relation to diverse cultures, times, and places; (5) students will reflect upon, describe, analyze, interpret and evaluate works of art and design; and (6) students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)

ED 464 006   SO 033 718

Unit Planning Grids for Visual Arts--Grade 7.
PUB DATE- 02
NOTE- 21p.; For additional Delaware unit planning grids for visual arts, see SO 033 711-721.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Art Activities; *Grade 7; Junior High Schools; *Planning; Public Schools; *State Standards; Student Educational Objectives; *Visual Arts
IDENTIFIERS- *Delaware; Performance Indicators

This planning grid for teaching visual arts in grade 7 in Delaware schools outlines the following six standards for students to complete: (1) students will select and use form, media, techniques, an processes to create works of at and communicate meaning; (2) students will create ways to use visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art; (4) students will understand the visual arts in relation to diverse cultures, times, and places; (5) students will reflect upon, describe, analyze, interpret and evaluate works of art and design; and (6) Students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)

ED 464 007   SO 033 719

Unit Planning Grids for Visual Arts--Grade 8.
PUB DATE- 02
NOTE- 21p.; For additional Delaware unit planning grids for visual arts, see SO 033 711-721.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Art Activities; *Grade 8; Junior High Schools; *Planning; Public Schools; *State Standards; Student Educational Objectives; *Visual Arts
IDENTIFIERS- *Delaware; Performance Indicators

This planning grid for teaching visual arts in grade 8 in Delaware schools outlines the following six standards for students to complete: (1) students will select and use form, media, techniques, and processes to create works of art and communicate meaning; (2) students will create ways to use visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate, and use

Naylor, Charlie
What Do British Columbia Teachers Consider To Be the Most Significant Aspects of Workload and Stress in Their Work? Analysis of Qualitative Data from the BCTF Worklife of Teachers Survey Series, 1: Workload and Stress. BCTF Research Report.
PUB DATE- 01
NOTE- 19p.; "Part of the BCTF Information Handbook, Section III, 2001-WLC-03."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Faculty Workload; Foreign Countries; *Stress Variables; *Teacher Burnout; Teacher Morale; Teacher Student Relationship; *Teaching Conditions
IDENTIFIERS- *British Columbia; *Teacher Stress

This paper analyzes data from the 2001 survey "BCTF (British Columbia Teachers' Federation) Worklife of Teacher Survey Series, I: Workload and Stress." Surveys were mailed to 1,500 teachers in British Columbia, and 644 teachers responded. Teachers identified and explained the most significant aspect of workload or stress in their professional lives. Almost all respondents identified multiple sources of stress in their teaching work, and these stress factors occurred repeatedly and concurrently. Three key areas of stress teachers identified were (1) increasing difficulty and complexity of teaching and relating to students (e.g., changing class composition and working with impoverished students); (2) the volume of work during a teacher's day and the expectations that teachers will address a wide range of tasks and issues (e.g., seasonal pressures, curriculum change, and expectations); and (3) lack of time, resources, support, and respect. The consequences of high workload stress include trying to cope, working excessively or opting for part-time employment, quitting teaching, becoming sick, and negative effects on family life. Overall, the study shows that British Columbia teachers have too high a workload, and many are suffering from stress. The effects of such stress are potentially devastating for many teachers. (SM)

ED 464 031   SP 040 583

Schaefer, Anne C.
"How I Spent My Summer Vacation": Time-Use Data from the Spring 2001 BCTF Worklife of Teachers Workload Issues and Stress Survey. BCTF Research Report.
PUB DATE- 01
NOTE- 20p.; Part of the BCTF Information Handbook.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Stress Variables; *Teaching Conditions; *Time Management
IDENTIFIERS- *British Columbia; *Teacher Stress

The British Columbia Teachers' Federation surveyed 1,500 teachers regarding workload issues and stress. This report examines teachers' use of time during summer. Teachers described how many of the 9 summer vacation weeks they spent taking holidays, teaching summer school, working in employment other than teaching summer school, taking educational courses, volunteering, preparing for the upcoming school year, and engaging in other activities. Few teachers used all 9 weeks as traditional holidays. About one-quarter took 2 weeks of holiday or less in the summer, more than one-third took 3 weeks or

Riggs, Iris M.; Sandlin, Ruth A.
Accountability for Teacher Education through Participation in Teacher Induction.
PUB DATE- 02
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-36, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Beginning Teacher Induction; Beginning Teachers; College School Cooperation; Educational Finance; Elementary Secondary Education; Financial Support; Higher Education; *Partnerships in Education; Preservice Teacher Education; Teacher Educators; Teacher Evaluation
IDENTIFIERS- *California

This paper examines whether institutions of higher education (IHEs) should be involved in collaborative induction efforts and whether such involvement would increase the accountability of IHEs' teacher preparation programs. It describes one California teacher preparation program's efforts. The program has maintained its active involvement within a state-funded induction program over 7 years. The IHE role within this induction program has included collaboration with county offices of education for development of the overall program design, creation of curriculum and instructional plans for new and mentor teacher seminars, delivery of seminar instruction, and program evaluation. The paper highlights issues related to financial support and faculty evaluation. It concludes that the most desirable role for university-based teacher educators is a place at the policy and development level. Their collaboration with K-12 partners can result in strengthened induction and forge linkages resulting in improved accountability. Benefits of participation in induction programs to teacher education include: teacher educators gain access to and knowledge of new teacher performance, collaboration with K-12 partners provides a constant communication link, and teacher preparation programs have easy access to knowledge of district, county, or state policies that have potential impacts on initial teacher preparation. (Contains 12 references.) (SM)

ED 464 052 SP 040 644

Duhon, Gwendolyn M.
Racism in the Classroom: Case Studies.
PUB DATE- 02
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Cultural Differences; Elementary Secondary Education; Ethnic Stereotypes; Gender Issues; Higher Education; Labeling (of Persons); Nazism; Preservice Teacher Education; *Racial Bias; Racial Differences; Sex Bias; Socioeconomic Influences; Teacher Responsibility; Teacher Role; Track System (Education)
IDENTIFIERS- Gambling

This book presents 20 cases that address racism in one form or another. Many of the cases are from actual experience. They are intended to bring out actual or possible solutions so that student teachers, novice teachers, and seasoned teachers can political and social culture of the schooling context, and building natural interdependencies provided stimuli for these preservice teachers to raise their voices and consider multiple perspectives. Within the learning community, interns created spaces as they individually and collectively began making sense of learning to teach and teaching to learn in a PDS culture. (Contains 47 references.) (Author/SM)

ED 464 071 SP 040 673

Ramanathan, Hema
A Question of Entree: Field Experience and Private Schools in India.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; *Field Experience Programs; Foreign Countries; Higher Education; Preservice Teacher Education; *Private Schools; Student Teaching; Teacher Educators
IDENTIFIERS- *India

While the university-school connection has gained credence in teacher education, the quality of field experiences and the mentoring available in the placements is an important issue. Private schools in India are in the forefront of reform and innovations but are minimally involved in teacher education, presently the sole responsibility of colleges of education. Nonetheless, they could provide support for prospective teachers as sites for field experiences with practitioners playing the roles of models and critics. Barriers to their participation include lack of communication between teacher educators and teachers, perception of quality of preservice teachers, and a culture of hierarchy which places teacher educators above teachers. Clarification of roles can be inclusive of practitioners while maintaining the dignity and status of teacher educators. National and state organizations should equip teacher educators with interpersonal and entrepreneurial skills to enable them to establish relationships with private schools at both systemic and personal levels. (Contains 16 references.) (Author/SM)

ED 464 072 SP 040 674

Cromwell, Ronald R.; Curran, Joanne M.
Service Learning Integrated into a Conceptual Framework Improves a Teacher Education Program.
PUB DATE- 02
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Service Learning; Student Participation; Teaching Methods

This article highlights a teacher education program conceptual framework that integrates service learning. It first describes the national scene and offers details on the college, which is paper attempts to integrate numerical, pictorial, graphical and narrative information about the Ohio Proficiency Tests in a way that provides the reader with a rudimentary model of an educational Rosetta Stone. This tool helps educators decipher the contents of the Ohio proficiency tests at a level complex enough so educators can identify basic and fundamental instructional needs of their students. Six appendixes contain sample items from the Ohio proficiency tests. (Contains 1 figure, 3 tables, and 14 references.) (Author/SLD)

ED 464 092 TM 033 772

Salzman, James A.; Newman, Isadore
Improving the Interpretation of a Survey Instrument by Applying a Mixed Method Conceptualization: Research on the Teaching of College Composition.
PUB DATE- 02
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; College Students; Higher Education; Qualitative Research; *Research Methodology; *Resistance (Psychology); Surveys; *Teacher Attitudes; Test Interpretation; *Writing (Composition)
IDENTIFIERS- *Mixed Method Evaluation

In response to a survey on attitudes and practices of teachers of first-year college composition, this study notes an anomaly related to resistance (apparent unwilllingness or discomfort) on the part of respondents to limit themselves to the constraints of the objective survey items. This condition was considered to produce potential problems in the conclusions that could be drawn from the quantitative interpretation of these survey items. This study explores a way to improve the interpretation of these findings. Participants were 122 instructors in first-year composition at 14 colleges (community colleges and four-year colleges and universities). Using a mixed methodology approach increased the accuracy of the interpretation of the construct being measured by a survey instrument on composition instruction. This methodology can improve the usefulness of the survey. An appendix contains tables of study data. (Contains 4 tables and 24 references.) (SLD)

ED 464 093 TM 033 773

Schroeder, Thomas L.; Schaeffer, Corinne M.; Reisch, Christopher P.; Donovan, John E., II
Preservice Teachers' Understanding of Functions: A Performance Assessment Based on Non-Routine Problems Analyzed in Terms of Versatility and Adaptability. Interim Report.
PUB DATE- 02
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; *Comprehension; *Functions (Mathematics);

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Elementary Secondary Education; Feedback; Grades (Scholastic); *Grading; *Parents; *Report Cards; *Secondary School Students; *Teachers

This study investigated possible differences in the perceptions of three stakeholder groups (teachers, students, and parents) regarding grading and grade reporting. Data were gathered through questionnaires completed by 215 teachers in 2 states, 4,265 elementary school, middle school, and high school students, and 944 parents. Different forms were developed for the different groups, but the items were nearly identical. Teachers at the elementary level tended to believe that an ideal distribution of grades would have most students receiving the highest grades possible. The ideal distribution patterns of teachers at other levels and most students were similar, but parents had more mixed ratings, with parents of elementary school students generally perceiving that students would attain high grades, and those of older students expecting a more even distribution of grades across grade categories. Overall, as grade level progressed, teachers, parents, and students all tended to rank communicating with parents as a less important purpose of grading and providing feedback to students as a more important purpose. All groups recommended the inclusion of multiple sources of information in determining grades, but parents seemed less well informed about the evidence to be considered in determining grades. (Contains 4 tables and 13 references.) (SLD)

ED 464 114 TM 033 795

Lambating, Julita; Allen, James D.
How the Multiple Functions of Grades Influence Their Validity and Value as Measures of Academic Achievement.
PUB DATE- 02
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Attitudes; Case Studies; *College Students; *Grades (Scholastic); Grading; *High School Students; High Schools; Higher Education; *Parents; Preservice Teacher Education; Preservice Teachers; *Teachers; Validity

This study explored the perspectives of high school students, high school teachers, undergraduate and graduate students in preservice teacher education programs, and university professors about how a high school teacher assigns grades. The study also asked whether these different groups gave more or less weight to completing an assigned task than demonstrating mastery of the subject in the assignment of grades and whether a stand-alone measurement course made a difference among educators' perspectives on grading. A survey was developed to collect perspectives through a case study of a realistic grading dilemma. Data were collected from 153 preservice teachers (mostly undergraduates), 49 preservice teachers in a graduate course, 81 practicing high school and elementary school teachers in 2 states, 34 education professors, and 288 high school students in 2 states. Participants responded in a refinement projects. An appendix contains the scale. (Contains 2 tables and 11 references.) (Author/SLD)

ED 464 134 TM 033 817

Nandakumar, Ratna; Hotchkiss, Larry; Roberts, James S.
Attitudinal Data: Dimensionality and Start Values for Estimating Item Parameters.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 02
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Estimation (Mathematics); Simulation; *Test Items
IDENTIFIERS- *Dimensionality (Tests); *Item Parameters; Unfolding Technique

The purpose of this study was to assess the dimensionality of attitudinal data arising from unfolding models for discrete data and to compute rough estimates of item and individual parameters for use as starting values in other estimation parameters. One- and two-dimensional simulated test data were analyzed in this study. Results of limited analyses performed so far have shown that linear principal components analysis of unfolding data provides a reliable estimate of the underlying dimensionality. For every unfolding dimension, there are two linear principal components. In addition, pattern coefficients of items on the two principal components associated with each dimension form a fan-shaped simplex pattern resembling a semicircle. Arc length of an item along the semicircle can serve as an estimate of item location. Length of an item in the item space spanned by the two linear components can serve as an estimate of item discrimination. For individuals, arc lengths computed using the individual scores on the two principal components could serve as estimates of individuals' location parameters. For two dimensional test data, an algorithm has been developed to identify component pairs associated with each dimension and to classify items correctly into dimensional groups. (Contains 1 table, 7 figures, and 16 references.) (Author/SLD)

ED 464 135 TM 033 818

Enger, John M.; Lacey, Candace H.; Bacallao, Mary Kay
Integrating Technology in the Classroom Using Virtual Teams.
PUB DATE- 02
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Curriculum Development; *Educational Technology; Elementary Education; *Elementary School Teachers; Evaluation Methods; *Integrated Activities; *Preservice Teachers; Program Evaluation; Teacher Education
IDENTIFIERS- *Virtual Teams

This paper presents the results of the first-year evaluation of Bridging the Digital Divide in South Florida, a 3-year

Another program, Scholars of Practice, consists of a cohort of students who retain their positions as teachers but are assisted by their school districts in containing supported internship experience over 18 months. The third program, Educational Leadership, consists of students selected by their districts to serve as paid administrative interns for a year. Whether there were significant differences in state principal examination scores for these groups and for the study variables was investigated for approximately 335 students in all 3 programs. Results show no significant relationships among the variables of GRE, GPA, sex, race, and ethnicity in the Scholars of Practice cohort. GRE is the only significant predictor in the regular program. However, in the field-based Educational Leadership program, all factors except undergraduate GPA were predictors of certification examination results. In addition, sex was more significant in this program than in the other two. Findings have implications for the development of principal certification preparation programs. (Contains 19 references.) (SLD)

ED 464 155 TM 033 840

Wilmore, Elaine L.; McNeil, Jesse Jai, Jr.
A Five-Year Analysis of GRE, Race, Gender, and Undergraduate GPA as Predictors of State Certification Examination Results.
PUB DATE- 02
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). For a related paper from the same author, see TM 033 839.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Certification; *College Entrance Examinations; *Educational Administration; Elementary Secondary Education; Equal Education; Grade Point Average; *Graduate Students; Graduate Study; Higher Education; Licensing Examinations (Professions); *Prediction; Principals; Racial Differences; Scores; Sex Differences; State Programs; Test Results

This study addressed the factors of Graduate Record Examination scores (GRE), race, gender, and undergraduate grade point average (GPA) as predictors of success on the Texas state administrator certification examination. The paper was presented as the entry point for expected discussion of the effects of high stakes accountability policies on the development of appropriate curriculum and instruction and the nurturance of an equitable and multicultural society. From 1996 through 2001, more than 337 students completed administrative certification requirements at a large urban Texas university. Data were obtained from student records and scores on the state examination (ExCet) were supplied by the Texas State Board for Educator Certification. A model/probability equation was developed to predict whether a student would pass the examination. Findings provide sufficient evidence to support the usefulness of the model. Out of 219 students for whom there was complete data who actually passed, the model predicted that 216 would pass, and that 3 would fail. Results also validate a correlation between the GRE, gender, race, and undergraduate GPA in predicting ExCet scores. (Contains 23 references.) (SLD)

ED 464 156 UD 034 877

Methods; Parent Participation; *Program Evaluation; *School Choice

Major policy debates have arisen around the subject of vouchers as an alternative for financing and organizing the educational system. To a large degree, comparisons between vouchers and the traditional system of educational finance and school operations have been limited to one or two dimensions of education such as the relative impact of a particular system on achievement test scores. This paper describes a comprehensive, evaluative framework that draws upon a larger range of goals that have been posed for education in a democratic and free society. These criteria include: (1) freedom of choice; (2) productive efficiency; (3) equity; and (4) social cohesion. The framework demonstrates the importance of and tradeoffs among those four criteria in evaluating specific educational voucher plans and comparing them to other alternatives such as charter schools and the more traditional public school arrangement. The paper develops the concept of "advantage maps" for comparative purposes along with a research agenda for developing fully this approach to evaluation. (Contains 45 references.) (Author/SM)

ED 464 175 UD 034 947

Levin, Henry M.
Thoughts on For-Profit Schools. Occasional Paper.
PUB DATE- 01
NOTE- 13p.; Paper originally appeared in "Education Matters," Volume I, No. 1., 6-15, Spring 2001.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Free Enterprise System; *Privatization; Public Schools; Student Recruitment
IDENTIFIERS- *Profit Making Schools

Although the theory of the market is well understood, little is known about how for-profit schools will operate in practice. This paper considers why for-profit schooling has developed during the current period and not before (e.g., entrepreneurs must compete against heavily subsidized public schools, which limits their ability to charge prices that fully cover their costs). It also discusses the main input differences between for-profit and public schooling, explaining that the main areas where public, for-profit, and nonprofit schools differ are in their personnel practices, professional development, and managerial practices rather than in their instructional practices. Finally, it examines how for-profit schools will have to attract students as clients. If states and districts insist on using state standards and tests to judge school performance, for-profit schools will not be able to differentiate themselves with claims of superior student achievement. It suggests that given current evidence, the scope for efficiency gains appears limited. Research has not identified substantial economies of scale in education, and for-profit schools may have to devote more resources to marketing their provision rather than to the provision of education. (SM)

ED 464 176 UD 034 948

Levin, H. M.; Belfield, C. R.
Families as Contractual Partners in Education. Occasional Paper.
PUB DATE- 02
NOTE- 32p.; Paper presented for the UCLA Law Review Symposium,

Thielman, Betse
Implementing the Values and Strategies of Family to Family. Family to Family: Tools for Rebuilding Foster Care.
PUB DATE- 01
NOTE- 69p.; For other reports in the Family to Family: Tools for Rebuilding Foster Care series, see ED 440 182-188.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Welfare; Community Involvement; Cooperative Planning; *Foster Care; *Foster Family; Participative Decision Making; Program Development; Strategic Planning; Teamwork

This guide helps child welfare agencies and their partners craft more family-focused and neighborhood-based service systems. It suggests a framework that agencies can use to assess their current policies and practices and develop plans to integrate Family to Family values, principles, and strategies into existing initiatives and activities. Family to Family is a strategic approach to systems change that enlists four strategies for restructuring and strengthening the child welfare system: foster family recruitment and support planning, timely decision making around placement, building community partnerships, and using data to track and improve agency performance. Drawing on the efforts of several early Family to Family sites and the original Family to Family tools, this guide describes site activities and approaches to help agencies begin to change practice and realign their system. Seven appendixes present Family to Family compatibility with the Adoption and Safe Families Act and Child and Family Services reviews; Family to Family strategic planning questions; steps for creating and mapping longitudinal data files; experiences of children entering child welfare custody 1996-2000; Family to Family site coordinator job description; best practices for out-of-home placement (preparing the child); and family group conferencing and team decision making. (SM)

ED 464 194 UD 034 989

Taylor, Chris; Gorard, Stephen; Fitz, John
Size Matters: Does School Choice Lead to "Spirals of Decline"? Measuring Markets: The Case of the ERA 1988. Working Paper.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 00
NOTE- 36p.; Some figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Competition; Disadvantaged Youth; *Enrollment Trends; Foreign Countries; *Free Enterprise System; *School Choice; School Size; Secondary Education; Secondary School Students; *Socioeconomic Status; Urban Areas
IDENTIFIERS- England; Wales

This study examines whether some English and Welsh secondary schools have consistently lost market share since 1988, whether the same schools are becoming relatively more socially disadvantaged in socioeconomic terms, whether the schools are in a spiral of decline, and whether the spirals of decline are caused by school choice. It outlines changes over time in school recruitment for all secondary schools between 1989, the introduction of open enrollment, and 1999, the most recent program descriptions. (Each chapter contains references.) (HTH)

ED 463 899 PS 030 345

Kostelnik, Marjorie J.; Onaga, Esther; Rohde, Barbara; Whiren, Alice
Children with Special Needs: Lessons for Early Childhood Professionals. Early Childhood Education Series.
PUB DATE- 02
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Autism; Behavior Disorders; Childhood Needs; Diabetes; *Disabilities; Down Syndrome; *Early Childhood Education; *Inclusive Schools; Mainstreaming; *Special Needs Students; *Teacher Role; *Teacher Student Relationship; Young Children
IDENTIFIERS- Apraxia (Speech)

Bridging the gap between child development and strategies for inclusion, this book is intended to help early childhood practitioners and pre-service teachers feel better equipped to meet the needs of all the children in their early childhood setting. Each chapter of the book is a case study introducing a child (ages birth to 8 years) with one or more special needs, including Autism, Cerebral Palsy, emotional/behavior disorders, giftedness, ADHD, and Down Syndrome. Advocating a holistic view of working with children, each profile includes: (1) a description of the child; (2) an interview with a family member or early childhood professional describing essential facts and historical incidents in the child's life; (3) information for educators about the special needs covered in the profile; (4) hints for success--teaching strategies for working with children in inclusive classrooms; and (5) a list of resources for educators and parents. The concluding chapter offers reflections on the teacher's roles in serving children with special needs, the affective side of serving children with special needs, and developmentally appropriate practices. The book's appendices present guidelines for an IEP (Individualized Education Program). (HTH)

ED 463 900 PS 030 347

Oshinsky, Carole J., Ed.
News & Issues, 2001.
SPONS. AGENCY- Ford Foundation, New York, NY.; Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 14p.; Published quarterly. Only one issue was published in 2001. For volume 10, see ED 448 878.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Change Strategies; Day Care; Early Childhood Education; Employed Parents; Employer Supported Day Care; Family Financial Resources; *Financial Support; Government Role; Low Income Groups; *Poverty; *Public Policy; State Aid; State Federal Aid; *Young Children

This document is comprised of the single 2001 issue of a newsletter devoted to identifying and promoting strategies to reduce the poverty rate of young children and to improve the

de los Reyes, Eileen; Gozemba, Patricia A.
Pockets of Hope: How Students and Teachers Change the World. Series in Language and Ideology.
PUB DATE- 02
NOTE- 230p.; Published by Bergin and Garvey.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Active Learning; Adult Education; Consciousness Raising; *Democratic Values; Experiential Learning; High Schools; Higher Education; Politics; Progressive Education; School Community Relationship; *Social Action; *Student Empowerment
IDENTIFIERS- *Critical Pedagogy

This book presents case studies of six "pockets of hope," democratic educational projects in which empowered students and their teachers actively engage with relevant academic and social problems. Although seemingly very different, the projects share a core commitment to democratic pedagogy and demonstrate practices consistent with Freirean or feminist theory. An introduction discusses current conservative efforts to undo the democratic progress made in education during the 1950s-70s by dismantling public education; presents a typology of how power operates in schools and the world, and points out how the teachers and students studied clearly understand this typology; and describes key characteristics of democratic education (central role of the democratic teacher, sense of community, relevance, dialogue, and collaborative construction of knowledge). The cases are: (1) the Language Intensive Interdisciplinary Program at Salem State College (Massachusetts), which brought together international students and previously marginalized immigrant students; (2) Hawaii's Peer Education Program, providing peer education and mediation as well as lessons in state politics; (3) Project 10 East, a gay-straight alliance to create a safe school environment for all students at Cambridge Rindge and Latin High School (Massachusetts); (4) Aloha 'Aina (love for the land), a special education science program for primarily Native Hawaiian students to reclaim a bombed-out island and renew Hawaiian culture; (5) the Appalachian Mountain Teen Project (New Hampshire), empowering poor rural youth through outdoor adventure experiences, community service projects, and family mentoring; and (6) the work of Helen Lewis of Highlander Research and Education Center, offering popular education to support community action in Appalachia and the South. (Contains 57 references.) (SV)

ED 463 919 RC 023 451

Brittain, Carmina
Transnational Messages: Experiences of Chinese and Mexican Immigrants in American Schools. The New Americans: Recent Immigration and American Society.
PUB DATE- 02
NOTE- 295p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Asian American Students; *Chinese Americans; Hispanic American Students; *Immigrants; International Communication; Interpersonal Communication; *Mexican Americans; School Attitudes; Secondary Education; *Secondary School

aspects; (6) are instructionally sound, using "best practices" in education; and (7) are evaluated with appropriate tools. Important theories of learning, which can guide curriculum development and program planning, are Piaget's cognitive development theory, constructivism, multiple intelligences, and learning styles. Recommendations are offered for further research, discussion, and training related to the effects of environmental education on student learning and academic achievement and on environmental behavior change. (Contains 39 references.) (SV)

ED 463 937 RC 023 494

Graefe, Alan R.
Best Practices in Boater Safety Education.
PUB DATE- 01
NOTE- 20p.; In: Defining Best Practices in Boating, Fishing, and Stewardship Education; see RC 023 490.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accident Prevention; Agency Cooperation; *Boat Operators; Distance Education; *Educational Practices; National Organizations; *Nonschool Educational Programs; Program Effectiveness; *Recreation Legislation; *Safety Education; Standards; *State Programs
IDENTIFIERS- *Boating Safety

Recreational boating education in the United States is offered through a system of government agencies and non-government organizations, including the boating industry. The "best practices" in boater safety education include means of ensuring the availability of education programs, ensuring the content and quality of the educational programs, getting more people to obtain the education, and finally, getting people to act on what they learn. The best practices include development of educational programs that are age-appropriate and suitable for boaters of all skill levels (including instructors); compliance with official boating education standards; and provision of boating courses through a variety of means, including traditional classes, self study, and online courses. Boater safety education programs in the United States are described. Commonly used specific practices include videos, practice examinations, provision of materials and equipment (such as loaner lifejackets for kids), mascots, incentives, and special events. There is a trend towards mandatory boater education, as more states are enacting laws requiring education for certain groups of boaters, usually younger boaters. At present, the best practices in boater education are defined primarily in terms of consensus of professional judgment or frequency of use. More research is needed to document the relationships between education/knowledge, boater attitudes and behavior, and the effectiveness of educational approaches. Nine Web sites are presented as resources. (Contains 30 references.) (TD)

ED 463 938 RC 023 495

Floyd, Myron F.
Defining Best Practices in Boating, Fishing, and Stewardship Education: Challenges and Opportunities for Reaching Diverse Audiences.
PUB DATE- 01
NOTE- 13p.; In: Defining Best Practices in Boating, Fishing, and Stewardship Education; see RC 023 490.

of Cooling, and Antarctic Ozone Levels. Teaching notes and calculator instructions are included as are blackline masters. (MM)

ED 463 961 SE 066 000

Trademarks: The Fingerprints of Commerce. An Educational Guide to Understanding the Importance of Trademarks.
PUB DATE- 01
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; Elementary Secondary Education; Learning Activities; *Trade and Industrial Education
IDENTIFIERS- *Trademarks

This document explains the importance of trademark and federal registrations and presents educational ideas. The contents include: (1) "What Is a Trademark?"; (2) "A World without Trademarks?"; (3) "Procedures for Obtaining a Federal Registration"; (4) "The Rap on Trademarks"; (5) "A Note to Educators"; (6) "Tips for Creating your Trademark"; (7) "Activities: Make your Mark on the World Exercises"; and (8) "Trademark Owners & Federal Registration Numbers." (YDS)

ED 463 962 SE 066 003

Helmlich, Joe E.
Environmental Education: A Resource Handbook.
PUB DATE- 02
NOTE- 193p.; Developed by Joe E. Heimlich.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reference Materials - General (130)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; *Interdisciplinary Approach; *Science Curriculum; Science Education

This collection of essays by various authors draws on resources from a series of "EETAP Resource Library Info Sheets" developed for the Environmental Education and Training Partnership (EETAP) by the Ohio State University (OSU) Extension and the OSU School of Natural Resources. Forty Info Sheets are categorized using six major themes intended to serve educators in all disciplines and grade levels in both formal and informal educational settings. The six themes are: (1) defining environmental education; (2) what makes education environmental?; (3) integrating environmental education and formal education; (4) environmental education beyond nature study; (5) infusing environmental education: some models; and (6) resources for environmental education. The collection is designed as a ready reference for educators for understanding and incorporating environmental education into classrooms, curricula and programs, and as a handbook for finding valuable resources for environmental education across the curriculum. (MM)

ED 463 963 SE 066 004

Lochner, James C.; Williamson, Lisa; Fitzhugh, Ethel
The Hidden Lives of Galaxies: An Information & Activity Booklet, Grades 9-12, 2000-2001. Imagine the Universe! Probing the Structure & Evolution of the Cosmos.

with Historic Places.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Built Environment; Heritage Education; *Historic Sites; Intermediate Grades; Primary Sources; Secondary Education; Social Studies; Student Educational Objectives; *United States History
IDENTIFIERS- *Caribbean History; National Register of Historic Places; *Puerto Rico (Old San Juan); Spanish Colonial Architecture

The massive masonry defenses of Old San Juan, Puerto Rico, which were begun in the 16th century, exist today as the oldest European-style fortifications within the territory of the United States. This lesson is based on the World Heritage Site nomination file and the National Park Service Handbook, "San Juan: The Forts of Old San Juan." The lesson can be included in units on colonization in U.S. history and on European settlement and trading patterns in the western hemisphere, as well as on Spain's quest to expand and defend its empire in the New World from the 16th through the 19th century. The teacher's lesson plans provide general information, give educational objectives for students, discuss visiting the site, and list supplementary resources. The student's part includes: "Getting Started"; "Photograph Analysis Sheet"; "Locating the Site" (Maps: Spanish Forts in the Caribbean; San Juan Island, Puerto Rico); "Determining the Facts" (Readings: Discovery and Colonization of Puerto Rico; Evolution of a Defensive System; Commonwealth of Puerto Rico); "Visual Evidence" (Drawing: El Morro; Photo: El Morro and the Western Part of San Juan; Drawing: San Cristobal; Photo: Aerial View of San Cristobal); and "Putting It All Together" (Activities: Spain and Other Colonizers; Comparing an Old City to a New City; Photographing History). (BT)

ED 463 986 SO 032 356

Shakespear, Mala
Bryce Canyon National Park: Hoodoos Cast Their Spell. Teaching with Historic Places.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); *Geography; *Geology; Heritage Education; *Historic Sites; Primary Sources; Secondary Education; Social Studies; Student Educational Objectives; *United States History
IDENTIFIERS- Bryce Canyon National Park UT; Mormons; National Register of Historic Places; Westward Movement (United States)

Surrounded by the beauty of southern Utah and panoramic views of three states, filigrees of colorful stones that erosion has shaped into a spectacular array of spires, fins, and pinnacles called "hoodoos" remind tourist viewers of church steeples, Gothic spires, castle walls, animals, and even people. In this lesson students explore why and how the geological wonders of Utah's Bryce Canyon were set aside for public enjoyment in the early 20th century. The lesson is based on the National Register of Historic Places registration file for Bryce Canyon subjects, themes, symbols, problems, and ideas or create works of art; (4) students will understand the visual arts in relation to diverse cultures, times, and places; (5) students will reflect upon, describe, analyze, interpret and evaluate works of art and design; and (6) students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)

ED 464 008   SO 033 720

Unit Planning Grids for Visual Arts--Grade 9-12 Basic.
PUB DATE- 02
NOTE- 21p.; For additional Delaware unit planning grids for visual arts, see SO 033 711-721.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Art Activities; High Schools; *Planning; Public Schools; *State Standards; Student Educational Objectives; *Visual Arts
IDENTIFIERS- *Delaware; Performance Indicators

This planning grid for teaching visual arts (basic) in grades 9-12 in Delaware outlines the following six standards for students to complete: (1) students will select and use form, media, techniques, and processes to create works of art and communicate meaning; (2) students will create ways to use visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate, and use subjects. themes, symbols, problems, and ideas to create works of art; (4) students will understand the visual arts in relation to diverse cultures, times, and places; (5) students will reflect upon, describe, analyze, interpret and evaluate works of art and design; and (6) students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)

ED 464 009   SO 033 721

Unit Planning Grids for Visual Arts--Grade 9-12 Advanced.
PUB DATE- 02
NOTE- 17p.; For additional Delaware unit planning grids for visual arts, see SO 033 711-720.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Art Activities; High Schools; *Planning; Public Schools; *State Standards; Student Educational Objectives; *Visual Arts
IDENTIFIERS- *Delaware; Performance Indicators

This planning grid for teaching visual arts (advanced) in grades 9-12 in Delaware outlines the following six standards for students to complete: (1) students will select and use form, media, techniques, and processes to create works of art and communicate meaning; (2) students will create ways to use visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art; (4) students will understand the visual arts in less, and most used 58 percent of the summer vacation as holidays. Younger teachers took less vacation time than older teachers. Newer teachers were the most likely to take the shortest holidays. Low salaries and the high cost of living in British Columbia drove many teachers into summer work. One teacher in six spent part of the summer in the classroom, and one in eight spent some time volunteering. Nearly three-quarters spent at least 1 summer week preparing for the upcoming school year. The study showed a relationship between not taking adequate time off in the summer and certain negative health effects (e.g., fatigue, isolation, and health problems.) (SM)

ED 464 032 SP 040 584

Naylor, Charlie
Reconciling Teacher Unionism's Disparate Identities: A View from the Field. BCTF Research Report.
PUB DATE- 02
NOTE- 20p.; Part of the BCTF Information Handbook. An earlier version of this paper was presented at the American Education Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Teacher Associations; *Unions
IDENTIFIERS- Canada

While traditional debates about teacher unions have focused on their dual roles (industrial and professional), this report suggests that such duality is outdated, and it is important to recognize that teacher unions in North America now focus on a multiplicity of areas. To understand them, it is necessary to analyze the range of teacher union focuses, understand the nature and extent of teacher union focuses, and evaluate the utility of each teacher union focus. This report examines five directions that teacher unions should consider and discuss, each of which is derived from analysis of the literature. They include: teacher unions should reduce their level of engagement in reactive stances, especially with governments and the media; the professional focus on teacher unions benefits from collaboration with external groups and organizations, and this collaboration should be increased; the professional focus of teacher unions in North America has a subordinate and an acquiescent place in union structures, and this placement should be challenged and changed; teacher unions currently without a professional focus should consider one; and teacher unions should collaborate more with other teacher unions, universities, and other organizations, in professionally focused networking and publishing. (Contains 40 references.) (SM)

ED 464 033 SP 040 585

Mahood, Ramona Madson; Grannan, John W.
Evolving, Yet Creating a Mentor Support System for Preservice Teachers in a Professional Development School.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association for Teaching and Curriculum (Orlando, FL, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

find ideas for solving racist problems in their classrooms. The first part focuses on the early years, including cases on parent participation in a neo-Nazi group, cultural influences on parental reactions to student problems, name calling, and stereotypes. The second part focuses on the middle years, offering cases on such issues as cultural differences in expectations for girls, who is honored and why, the new student in class, and the socioeconomically disadvantaged. The third part looks at the high school years and presents cases on such issues as responding to racist comments; us versus them; mainstreaming, gangs, and racial differences; biracial feelings; historical discrimination; lessons learned from Pearl Harbor; who needs help on the PSAT; and reverse discrimination. The fourth section examines teacher education courses, offering cases related to gambling as a source of funding for schools, romanticizing an outlaw, the responsibility to recognize stereotyping, and tracking. (SM)

ED 464 053   SP 040 646

Young, Edyth E.; Grant, Peggy A.; Montbriand, Cathy; Therriault, David J.
Educating Preservice Teachers: The State of Affairs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; Alternative Teacher Certification; Beginning Teacher Induction; Educational Policy; Educational Research; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Literacy Education; *Preservice Teacher Education; *Reading Instruction; Teacher Competencies

This paper examines reading issues and strategies for the 21st century, analyzing interventions that could become models for ensuring quality and alignment in preservice teacher education and reviewing the "Gap Analysis of Preservice and Inservice Teacher Training of Reading Instruction: Large-Scale Survey Study." It also synthesizes findings from reading research studies in preservice teacher education and provides recommendations, action plans, and thoughts for preservice teacher education in reading and literacy in general. Four sections present "Overview of Critical Issues and Strategies for the 21st Century and Beyond" (e.g., rapid teacher retirement, poverty and second language students, and alternative certification); "Interventions for Alignment in Preservice Teacher Education" (e.g., Higher Education Act: Title II, public school teacher quality, and teacher quality and student achievement); "NCREL's 'Gap Analysis of Preservice and Inservice Teacher Training of Reading Instruction: Large-Scale Survey Study'"; and "Synthesis of Preservice Teacher Education Research Studies in the Field of Reading" (e.g., preservice teachers' perspectives, teaching experiences, and diagnostic teaching). Two appendixes include the National Council for Accreditation of Teacher Education (NCATE) Standards and Matrix from "Initial Programs for Middle/Junior High and Senior High School English Language Arts Teaching" and "International Reading Association (IRA) Standards for Specialized Reading Professionals." (Contains 63 references.) (SM) a mid-sized public college in rural upstate New York. The college's mission includes a call for broad experiential learning and community service as a way to reach excellence in learning and best serve the state and community. The college opened the Center for Social Responsibility and Community (CSRC) in 1995 to help faculty and students develop a general orientation to service and community involvement. Faculty from the Division of Education serve as advisors to the CSRC. The conceptual framework evolves around four themes related to teachers taking leadership roles in their classrooms and communities: educational leader committed to excellence, best teaching practices, diversity, and empowerment. Service learning is included as an important strategy for meeting course objectives across the education program. Service learning projects are grounded within each theme of the conceptual framework and demonstrate four levels of integration: sharing resources, sharing time, sharing knowledge, and sharing self in collaboration. (Contains 36 references.) (SM)

ED 464 073　　　SP 040 678

Thomas, William R.
Considerations for Planning a State Virtual School: Providing Web-Based Courses for K-12 Students.
PUB DATE- 02
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Uses in Education; Elementary Secondary Education; *Online Courses; Program Development; Program Evaluation; *Virtual Classrooms; *World Wide Web
IDENTIFIERS- Southern Regional Education Board

Courses delivered over the World Wide Web can help states meet the academic needs of all students. Southern Regional Education Board (SREB) states are creating state virtual schools to support and manage the efficient, effect use of Web-based courses. Florida and Kentucky have invested significant funds, personnel, and time, and Maryland, Texas, and West Virginia are moving slowly but systematically to understand how best to use this new technology. These state virtual schools vary greatly in goals, staffing, and funding. A key issue for each state is to determine whether it will lease or purchase courses instead of creating them. Leasing or purchasing courses is less expensive than developing and maintaining courses. Steps for states that consider creating a state virtual school include: establish the state's vision; identify which courses are needed; organize actions to meet state needs; determine costs and funding methods; determine course quality; and evaluate the program. (SM)

ED 464 074　　　SP 040 681

Grant, Peggy A.; Young, Edyth E.; Montbriand, Cathy
Professional Development for Teachers of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Higher Education; *Interviews; *Preservice Teachers; Secondary Education; *Student Characteristics

Recent reports have pointed to the need for teachers to have "deep understanding" of concepts and procedures in school mathematics, particularly those related to functions. However, previous research has demonstrated that many students, including preservice teachers, have limited understanding of functions. This paper describes a set of nonroutine tasks designed to assess various aspects of students' understanding of functions, including their use of different representations (algebraic, tabular, and graphic) and their ability to adopt a process perspective or an object perspective on functions. This paper focuses on students' versatility and adaptability, which together constitute flexibility. The nonroutine tasks were used in task-based interviews of two types: contemporaneous interactive interviews and sequential reflective interviews. The paper provides examples of the tasks and discusses the reasoning behind the rationales applied. (Contains 6 figures and 21 references.) (SLD)

ED 464 094 TM 033 774

Hlawaty, Heide
Comparative Analysis of the Learning Styles of German Adolescents by Age, Gender, and Academic Achievement Level.
PUB DATE- 02
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adolescents; Age Differences; *Cognitive Style; Comparative Analysis; Foreign Countries; German; Gifted; Learning Strategies; *Sex Differences
IDENTIFIERS- *Germany

This study identified and compared the preferred learning-style characteristics of German adolescents and analyzed the similarities and differences by age, gender, and academic achievement within and among groups of students in different educational settings. Participants were 869 German adolescents aged 13, 15, and 17 years old from grades 7 through 13, with approximately equal representation of males and females. Students were administered the German language version of the Learning Style Inventory (R. Dunn, K. Dunn, and G. Price, 1996, 2000). Data were available about students' academic achievement, gender, and age. Results show that younger adolescents in Germany appear to be more persistent, authority-, parent-, and teacher-motivated than older students. As they mature, these students become less tactual and more in need of light. Age differences in learning-style preference indicate a shift from adult-based to self-driven motivation that should be incorporated into classroom instruction. Males and females in this population have distinctly different learning-style preferences, of which teachers and students should be aware. Of the three academic achievement levels investigated in this study, the academically gifted students were the least parent- and teacher-motivated, while low achievers favored the presence of an authority figure in their environment. (Contains 3 tables and 74 references.) (SLD)

ED 464 095 TM 033 775

similar way to the case study, but there was a difference in the perceptions of high school students and those of other groups. Educators and students agreed that homework as for practice, but most respondents would consider homework in grading the student. Generally respondents had similar views of the purpose of a grade. Educators who had taken a measurement course were more likely to consider homework as a requirement that should affect grading. Implications for teacher education are discussed. Appended are the survey instruments. (Contains 13 tables and 40 references.) (SLD)

ED 464 115 TM 033 796

Shay, Sally A.; Gomez, Joseph J.
Privatization in Education: A Growth Curve Analysis of Achievement.
PUB DATE- 02
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Contracts; Elementary Education; *Elementary School Students; Mathematics; *Privatization; Reading; Statistical Analysis
IDENTIFIERS- *Edison Project; Growth Curve Analysis; *Hierarchical Linear Modeling

The purpose of this study was to determine whether the students who attended one elementary school in Miami-Dade County, Florida, run by The Edison Project (Edison Schools, Inc.) made greater academic progress than comparable students who attended other district schools. The paper provides a longitudinal examination of the students' academic achievement during the school's first 3 years of operation, 1996-1997 through 1998-1999. The study also extends the range of statistical techniques commonly used in program evaluations. Hierarchical linear modeling (HLM) was used in an individual growth curve analysis to examine the students' achievement in reading and mathematics. Project and control groups' reading and mathematics scores on the Stanford Achievement Test were compared. Two panels of students in the project school were compared. Panel A was comprised of 114 students initially enrolled in grade 2, and Panel B of 159 students initially enrolled in grade 3. Using stratified random sampling, equal numbers of students who attended other district schools were selected as control groups. Analyses were completed in reading and mathematics. Results of the HLM analyses indicate that significant levels of growth were achieved across the 3-year period in both subject areas for all groups of students. In reading, there were no statistically significant differences between project and control groups that could be attributed to group membership, but in mathematics the results were less consistent. In Panel A, no significant source of between-group variation was identified. In Panel B, however, the rate of growth in mathematics over time was greater for project students than for control students. This was the only statistically significant difference attributed to group membership across the analyses. After 3 years of instruction through the Edison model, reading and mathematics performance levels did not differ significantly from those of students in other district schools. (Contains 6 figures, 12 tables, and 30 references.) (SLD)

Preparing Tomorrow's Teachers To Use Technology grant. Over the 3 years of this project, elementary school teachers from two Florida counties, college professors, and preservice teachers from two Florida universities will work collaboratively to integrate technology into classrooms and design curriculum with lesson plans to assist in this implementation. The report focuses on the first stage of the integration process in the 2000-2001 academic year. The evaluation team used multiple sources of data, including online instruments, surveys, chat-room transcripts, and pen-and-pencil evaluations. For the first year, eight collaborative subject area teams were formed to include professors, teachers, and preservice teachers in each. Each of the teams was assigned a discussion board to which participants contributed postings. Findings from this first year indicate that the project focuses on providing technology training to preservice teachers, and that the resources necessary have been available in the first year. Project timelines were met throughout the year, and participants were successful in conducting project activities in the virtual team format in which they did not meet face-to-face. The program was implemented as was intended, but some recommendations were made for project improvement. These center on consistency in recording program activities and results. (SLD)

ED 464 136 TM 033 819

Holliday, Dwight C.
Using Cooperative Learning To Improve the Academic Achievements of Inner-City Middle School Students.
PUB DATE- 02
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Cognitive Style; *Cooperative Learning; Inner City; *Middle School Students; Middle Schools; *Teaching Methods; *Urban Youth

Whether using cooperative learning can improve the academic achievement of inner city middle school students was studied in Gary, Indiana at a school with a population of 503 students. Two seventh-grade classes taught by 1 African American male teacher served as 1 treatment group of 20 at-risk students and one nontreatment group of 24 high achievers. Both groups took the same pretest on a unit about India. The treatment group was taught using cooperative learning with a form of Jigsaw IV (Holliday, 2002). Students in the treatment group were given expert sheets that they used to teach their teammates after quiz results ensured that they had learned the material. Other quizzes and a review through a quiz bowl competition measured student learning. The last element was an individual assessment administered to both groups. Achievement results indicated that the cooperative learning strategies worked well with this group of at-risk students. The approach acknowledged the ways these students want to learn. Eighteen attachments contain student learning sheets and assessments. (Contains 3 tables and 19 references.) (SLD)

ED 464 137 TM 033 820

Stiggins, Richard J.; Arter, Judith A.
Assessment for Learning: International Perspectives. The

Connect for Success: Building a Teacher, Parent, Teen Alliance. A
Toolkit for Middle and High School Teachers.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 01
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Cultural Differences; Educational Change; High Schools; Low Income Groups; Middle School Teachers; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Rural Schools; Secondary School Teachers; Urban Schools

Beginning in middle school, there is an increasing gap between school and the home. In linguistically and ethnically diverse communities, there is often an even greater separation between children's school lives and the home. This toolkit provides teachers, particularly new teachers and those in high-poverty urban and rural communities, with information and strategies about how to successfully work with parents to help all children succeed. Five chapters focus on (1) "Introduction: Linking Family Involvement and Student Success"; (2) "Improving Home-School Communications" (e.g., sample welcoming letter, how to avoid an impasse with a parent, and what to include in a newsletter, flyer, or Web site for parents); (3) "Helping Parents Support Schoolwork at Home" (e.g., 11 reasons parents and students need to do schoolwork together, what to expect in the classroom, and a homework assignment to involve parents); (4) "Coming Together To Guide Student Success" (e.g., steps to college and how to be school savvy); and (5) "Sparking Whole School Change" (e.g., sample parent involvement survey, what to include in a family center, and sample letter of inquiry). Each chapter presents key issues, information on what one teacher can do, and tools for success. (SM)

ED 464 157 UD 034 882

Metcalf, Kim K.
Cleveland Scholarship Program Evaluation: 1998-2000 Technical Report.
PUB DATE- 01
NOTE- 81p.; Appended is "Evaluation of the Cleveland Scholarship Program: 1998-2000 Summary Report." Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Vouchers; Elementary Secondary Education; Private Schools; *Program Effectiveness; Public Schools; Scholarships; Student Characteristics; Teacher Characteristics
IDENTIFIERS- Cleveland Scholarship and Tutoring Grant Prog OH

This study examined characteristics of students who participated in the Cleveland Scholarship Program and how they compared with nonparticipants; characteristics of the classrooms and teachers of scholarship students and how they compared with those of public school students; and the impact of program participation on students' academic achievement. Data were collected longitudinally. This report examines the second phase of the evaluation, which began in 1998 and focused on children who

"New Forms of Governance: Ceding Public Power to Private Actors" (Los Angeles, CA, March 1, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Contracts; Elementary Secondary Education; *Family Involvement; Parent Participation; Parent School Relationship; *Partnerships in Education; *Socioeconomic Status

The educational achievements of the young depend on both family and school but are much more dependent on the former than the latter. Educational policy has established an extensive set of legal and contractual obligations for schools. In contrast, the contractual obligation for families is to meet compulsory education requirements. The establishment of performance expectations or contracts between families and society may be an effective way to enhance educational outcomes. This paper investigates the need for, feasibility of, and possible content of such performance expectations by suggesting the construction of metaphorical contracts for families to provide for the education of their children. It begins by documenting the overwhelming ties between socioeconomic status (SES) and student educational results. It then looks at the research literature on what families do that improves educational results for their children (what SES reflects). Next, it considers what a comprehensive family contract that embodied these behaviors would look like. Finally, it adds greater specificity to such a family contract by asking what families can do on their own if properly informed, including low-income families; what families can do with training and support; and what gaps in the contract must be filled by other service providers. (Contains 58 footnotes.) (SM)

ED 464 177 UD 034 951

Butts, Jeffrey A.; Buck, Janeen; Coggeshall, Mark B.
The Impact of Teen Court on Young Offenders. Research Report.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 02
NOTE- 65p.; For other reports from the Justice Policy Center, see ED 449 239, ED 462 500 and ED 463 378.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Delinquency; *Juvenile Courts; Program Effectiveness; Program Evaluation; *Recidivism
IDENTIFIERS- Alaska; Arizona; Juvenile Crime; Maryland; Missouri; *Teen Courts

This paper reports findings from the Evaluation of Teen Courts Project, which studied teen courts in Alaska, Arizona, Maryland, and Missouri. Researchers measured pre-court attitudes and post-court (6-month) recidivism among more than 500 juveniles referred to teen court for nonviolent offenses. The study compared recidivism outcomes for teen court defendants with outcomes for youth handled by the regular juvenile justice system. Alaska and Missouri youth referred to teen court were significantly less likely to be re-referred to the juvenile justice system for new offenses within 6 months. In Arizona, teen court may have related to a reduced probability of referral. In these three sites, teen court cases were compared with case outcomes for an average group of young, first-time offenders. Teen court seemed to outperform the figures available. Data come from a database on the size and socioeconomic composition of all English and Welsh secondary schools and from interviews with local education authority (LEA) officials. Overall, the rise in the secondary school age cohort means that the actual number of students enrolled has generally increased in most schools. This has been reinforced by a program of school closure and amalgamation during the first half of the 1990s. There is no empirical evidence to support the notion of spirals of decline resulting from increased market forces since 1988, given the very limited number of schools actually decreasing in size and the even smaller number of schools that also increased their share of students facing socioeconomic disadvantage. (Contains 15 figures and 54 references.) (SM)

ED 464 195 UD 034 990

Gorard, Stephen; Taylor, Chris
A Comparison of Segregation Indices Used for Assessing the Socio-Economic Composition of Schools. Measuring Markets: The Case of the ERA 1988. Working Paper.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged Youth; Educational Discrimination; Educational Research; Elementary Secondary Education; Foreign Countries; *Indexes; *Poverty; Research Methodology; *Socioeconomic Influences; *Socioeconomic Status
IDENTIFIERS- England; Wales

This paper examines the changing socioeconomic composition of English and Welsh schools over 11 years following the Education Reform Act of 1988, using many indicators of socioeconomic disadvantage and methods of measuring the changing spread of disadvantage among schools (segregation). It explains how to assess segregation (percentage differences and indexes of segregation), then details the isolation index, the dissimilarity index, the Gini coefficient, and the segregation index, an alternative to the others. These indexes form a kind of hierarchical family. Using data on all English and Welsh schools over 11 years, results find high correlations for patterns of poverty among the various indexes. The segregation index and the dissimilarity index are the most highly correlated, while the isolation index has the strongest relationship with the population composition. The choice between the segregation index and the dissimilarity index and the others may make little practical difference in real-life situations, though differences are important and worthy of further investigation. The paper notes that the segregation index is the only index that can separate the overall relative growth of patterns of poverty from changes in the distribution of patterns of poverty among schools. (Contains 65 references, 17 tables, and 6 figures.) (SM)

ED 464 196 UD 034 991

Gorard, Stephen; Taylor, Chris
A Preliminary Consideration of the Impact of Market Forces on Educational Standards. Measuring Markets: The Case of the ERA 1988. Working Paper.
SPONS. AGENCY- Economic and Social Research Council, Lancaster

life chances of children still living in poverty. This summer issue features the following articles: (1) "Federal Resources Can Help States Invest in Young Children and Families"; (2) "States Increase Investments in Young Children and Families But Levels of Help Vary Widely"; (3) "States Use Earned Income Credits To Lift Children from Poverty"; (4) "More Employed Families Helped with Child CareBut Demand Outpaces Supply of Subsidies"; and (5) "Screening Is Key to Putting Poor Families on the Road to Economic Self-Sufficiency." Regular sections in each issue of the newsletter include: current activities of the National Center for Children in Poverty (NCCP); information on recent publications recommended for program administrators and policymakers; and information on publications available from NCCP. (HTH)

ED 463 901   PS 030 348

Paley, Vivian Gussin
In Mrs. Tully's Room: A Childcare Portrait.
PUB DATE- 01
NOTE- 153p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *Caregiver Child Relationship; *Child Caregivers; Classroom Environment; *Day Care; *Day Care Centers; Personal Narratives; Preschool Children; Preschool Education

Offering hope to parents and practical guidelines for child care providers on how to use their imaginations, and those of their charges, to enrich children's minds and hearts, this book is a case study of the community created by the gifted director of a child care center. The book's narrative shows how the care providers combine teaching ability and emotional responsiveness to help even the smallest children learn words, concepts, stories, and management of their emotions. The book makes a quiet but powerful case for the pedagogical skill and psychological insight that child caregivers so often underpaid and under valued can bring to their work. The book also emphasizes how warm, quasi-familial, even mentoring relationships can develop between child care providers and their preschool families. (HTH)

ED 463 902   PS 030 349

Melson, Gail F.
Why the Wild Things Are: Animals in the Lives of Children.
PUB DATE- 01
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *Animals; *Attachment Behavior; Behavior Problems; Childhood Needs; *Children; Emotional Development; Pets
IDENTIFIERS- Imaginary Companions

This book examines children's many connections to animals and their developmental significance, exploring the growth of the human animal connection, and showing how children's innate interest in animals is shaped by their families and their social worlds, and may in turn shape the kind of people they will become. Chapter 1 documents how theory and research on

Students; Social Networks; Student Adjustment; *Student Attitudes; *Student Experience
IDENTIFIERS- *Peer Support; Transnationalism

This book examines the interactions of Mexican and Chinese immigrant students with other students from the same country (co-nationals) and their exchanges of information about experiences in U.S. schools. Research focused on 74 Chinese and 78 Mexican immigrant students, aged 11-17, in Boston and the San Francisco Bay Area, who received school-related messages from co-national peers located in their country of origin and the United States. Chapters 1-2 present an overview of the theory and concepts of transnationalism and transnational social spaces and discuss their applicability to immigrant students in the school context. Chapter 3 describes the research project, its origins in the Longitudinal Immigration Student Adaptation Study of five immigrant groups, and qualitative research methods used. Chapter 4 reviews immigration patterns and experiences of Mexican and Chinese immigrants and briefly describes the educational systems of China and Mexico. The remainder of the book presents findings, categorizing the content of transnational messages as academic matters, learning English, general qualitative messages, peer relations, school infrastructure and services, general social issues, and teacher abilities and relationships with students. Analyses point out how the messages reflect resources and sources of vulnerabilities in the receiving community and school. Appendices present the student questionnaire, data tables, and figures. (Contains 131 references and an index.) (SV)

ED 463 920 RC 023 452

Lawrence, Barbara Kent
Diversities of Gifts: The Role of Giftedness in the Sustainability of Rural Schools and Rural Communities.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Wallace Family National Conference on Gifted Education in Rural Schools (Iowa City, IA, May 22, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anti Intellectualism; *Brain Drain; Cognitive Dissonance; *Community Attitudes; Elementary Secondary Education; Elitism; Equal Education; Expectation; *Gifted; Rural Areas; *Rural Education; *School Community Relationship; Self Concept; Social Bias
IDENTIFIERS- *Maine (Mount Desert Island)

Two concepts have been confused: equality of opportunity and equality of ability, which has led us to link intellectual giftedness with elitism. This linkage undercuts the ability to nurture and benefit from the gifts of the gifted, an important issue in rural places experiencing either withering economies and loss of population or an influx of immigrants. To deny academically gifted students the support they need to thrive because that gift is thought to be present only in elite or economically advantaged groups is profoundly discriminatory and classist. Relegating intellectualism to the realm of the elite can also result in an inferior education for children who are not considered gifted. Rural children are given the message that their community is wonderful, but they had better get out as soon as possible. Those who remain receive the message that

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Differences; Cultural Influences; Economically Disadvantaged; *Educational Strategies; *Equal Facilities; Evaluation Methods; *Minority Groups; *Outdoor Activities; *Racial Discrimination; *Recreational Activities; Research Needs; Socioeconomic Influences
IDENTIFIERS- Boating; Environmental Justice; Fishing; *Institutional Discrimination

Minority groups encounter barriers to participation in boating and fishing and may not have equal access to these activities. Racial and ethnic influences on outdoor recreation participation are viewed from four theoretical perspectives. For each perspective, practices are presented that would remove or lessen socioeconomic barriers that constrain access. The marginality perspective holds that historical barriers in education and employment have negatively affected income available for recreation. Educational practices that help individuals surmount marginality factors include those that are offered for free or reduced cost and provide necessary equipment or transportation. The subcultural hypothesis states that cultural factors are more significant than socioeconomic constraints in explaining recreation participation among minority groups. Educational practices sensitive to cultural influences include managing for subsistence, supporting family participation, and employing diverse program staff. The key assumption associated with the assimilation perspective is that assimilation leads to similarity between majority and minority groups. Cultural assimilation is more important in predicting choices of activities, while primary group assimilation is more important in understanding site choices. Related practices include providing bilingual information and respecting differences in views of nature. Participation in recreation activities is affected by two types of discriminatory acts--interpersonal and institutional. Relevant practices include encouraging diversity of participants on-site, employing diverse staff, monitoring agency behavior, and promoting equal protection from environmental risks. Evaluation methods and research needs are discussed. (Contains 52 references.) (TD)

ED 463 939 RC 023 496

Goldenberg, Marni
Outdoor and Risk Educational Practices.
PUB DATE- 01
NOTE- 15p.; In: Defining Best Practices in Boating, Fishing, and Stewardship Education; see RC 023 490.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adventure Education; *Educational Objectives; *Experiential Learning; Group Dynamics; Leadership Qualities; Moral Development; *Organizations (Groups); *Outdoor Education; *Outdoor Leadership; Risk; Safety; Self Esteem; Teamwork; Wilderness
IDENTIFIERS- Environmental Awareness; Ropes Courses

Outdoor adventure education is an experiential method of learning which takes place primarily through sensory involvement with the outdoors. Characteristics of adventure education include

PUB DATE- 01
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Astronomy; Decision Making; High Schools; Problem Solving; *Science Activities; Science Education; *Space Sciences

This National Aeronautics and Space Administration (NASA) document presents activities on the properties of galaxies for additional curriculum support. The activities presented in this document include: (1) "How Big Is the Universe"; (2) "Identifying Galaxies"; (3) "Classifying Galaxies Using Hubble's Fork Diagram"; (4) "Identifying Unusual Galaxies"; (5) "Open Clusters versus Globular Clusters"; (6) "Evidence for Hidden Mass"; (7) "Extension: Weighing a Galaxy"; (8) "Dark Matter Possibilities"; (9) "The Universe as Scientists Know It"; and (10) "Scavenger Hunt in the Night Sky." (YDS)

ED 463 964 SE 066 006

Rogers, Melissa J. B.; Vogt, Gregory L.; Wargo, Michael J.
Microgravity: A Teacher's Guide with Activities in Science, Mathematics, and Technology. Grades 5-12.
PUB DATE- 97
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Gravity (Physics); Mathematics; *Physical Sciences; *Science Activities; Science Education; *Space Sciences; Technology
IDENTIFIERS- *Microgravity

This teacher's guide explains microgravity, provides information on the history of microgravity, the domains of microgravity research and introduces classroom activities. Among the contents are the following: (1) "First, What Is Gravity?"; (2) "What Is Microgravity?"; (3) "Creating Microgravity"; (4) "The Microgravity Environment of Orbiting Spacecraft"; (5) "Biotechnology"; (6) "Combustion Science"; (7) "Fluid Physics"; (8) "Fundamental Physics"; (9) "Materials Science"; (10) "Microgravity Research and Exploration"; (11) "Microgravity Science Space Flight"; (12) "Future Directions"; (13) "Glossary"; (14) "Activities"; (15) "NASA Resources for Educators"; and (16) "NASA Educational Materials." (YDS)

ED 463 965 SE 066 008

Madrigal, Larry G.
The Coral Reef Alphabet Book for American Samoa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 71p.; Colored photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Secondary Education; Language Arts; *Marine Biology; *Marine Education; *Science Education
IDENTIFIERS- Coral Reefs

This book, produced for the American Samoa Department of and other documents. It can be used in U.S. history, social studies, and geography courses in units on westward expansion (especially the Mormon settlement of Utah) and the conservation movement of the late 19th and early 20th centuries, as well as in a geology course. The teacher materials section provides general information, gives educational objectives for students, discusses visiting the site, lists supplementary resources, and describes how to use the lesson plans. The student materials section includes: "Getting Started"; "Photograph Analysis Worksheet"; "Setting the Stage"; "Locating the Site" (Maps: Utah and Arizona, Grand Circle Tour); "Determining the Facts" (Readings: Early Uses of Bryce Canyon, Interest in Bryce Canyon Increases, Accommodating Tourists at Bryce Canyon; Document: Union Pacific Ad); "Visual Evidence" (Photos: Bryce Canyon National Park, Thor's Hammer, Bryce's Log Cabin, Tour Groups at Bryce Canyon Lodge, Lobby of Bryce Canyon Lodge); and "Putting It All Together" (Activities: To Make Public or Not To Make Public, Promoting Local Resources). (BT)

ED 463 987 SO 032 357

Lyle, Jody
Keys Ranch: Where Time Stood Still. Teaching with Historic Places.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Built Environment; Heritage Education; *Historic Sites; *Land Settlement; *Physical Environment; Primary Sources; Secondary Education; Social Studies; Student Educational Objectives; *United States History
IDENTIFIERS- Deserts; Emerson (Ralph Waldo); Homesteading; National Register of Historic Places; *Westward Movement (United States)

In 1917 Bill Keys chose to establish a ranch and raise a family in the hostile high desert environment of California. Keys and other 20th-century homesteaders lived much as earlier pioneers in the West had, working hard to make marginal land holdings successful. Today, Keys Ranch is preserved as part of Joshua Tree National Park. This lesson is based on the National Register of Historic Places registration file for Keys' Desert Queen Ranch and other source material. The lesson can be used in U.S. history, social studies, and geography courses in units on westward expansion and settlement, or desert environments. It can also be used in a U.S. literature unit on Ralph Waldo Emerson, particularly his concept of self reliance. The lesson helps students understand why desert regions were among the last areas settled under the Homestead Act and how settlers in these places survived in a remote environment. The teacher materials section provides general information, gives educational objectives for students, discusses visiting the site, lists supplementary resources, and describes how to use the lesson plans. The student materials section includes: "Getting Started"; "Photography Analysis Worksheet"; "Setting the Stage"; "Locating the Site" (Maps: Deserts of the Southwest, Portion of Joshua Tree National Park); "Determining the Facts" (Readings: Settling in the California Desert, Life on Keys Ranch, Excerpts from Emerson's Essay 'Self-Reliance'); "Visual Evidence" (Photos: Colorado Desert, Mojave Desert, Keys Ranch Complex, Wonderland of Rocks, Ranch House); and "Putting It All Together" (Activities: Self-Reliance, Local Community History). (BT) relation to diverse cultures, times, and places; (5) students will reflect upon, describe, analyze, interpret, and evaluate works of art and design; and (6) students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)

ED 464 010　　　　SO 033 774

Masalski, Kathleen Woods
History Textbook Controversies in Japan. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Foreign Countries; *Historical Interpretation; *History Textbooks; Middle Schools; Perspective Taking; *Textbook Content; Textbook Evaluation; *Textbook Selection; *World War II
IDENTIFIERS- Controversial Materials; Controversial Topics; ERIC Digests; *Japan

Currently, there is a controversy in Japan about textbook treatments of Japanese military actions during World War II. This digest examines: (1) the importance of history textbooks in schools in Japan and the United States; (2) the context of history textbook controversies in Japan; (3) the current issues and contending positions in the Japanese history textbook controversies; and (4) the lessons and implications of the textbook controversies in Japan for educators in the United States. (BT)

ED 464 011　　　　SO 033 775

Singleton, Laurel R., Ed.
Getting Started Using American Memory.
PUB DATE- 01
NOTE- 18p.; Theme issue. Inaugural Edition. Newsletter re-titled, "The Source: A Newsletter of Practical Teaching Ideas for American Memory Users," for use with all future issues. Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Primary Sources; Research Tools; Search Strategies; Social Studies; *Teacher Developed Materials; *United States History
IDENTIFIERS- Advertisements; *American Memory Project (Library of Congress); Historical Fiction; *Technology Integration

This publication features teaching ideas generated by classroom teachers. For grades K-4, fourth grade teacher, Janet Williamson, has developed "Off and Running with Primary Sources" which describes how she introduces students to primary sources using historical advertisements. Appropriate for grades 5-8, a strategy was developed by Cathy Hix for a seventh grade class to explore American Memory searching for evidence that the class historical fiction readings are accurate. For grades

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; Case Studies; College School Cooperation; *Cooperating Teachers; Higher Education; *Mentors; Preservice Teacher Education; *Professional Development Schools; Secondary Education; Secondary School Teachers; Teaching Experience

These case studies show how to improve the pre-service teaching experience by mentoring cooperating teachers. The case studies come from a Professional Development School (PDS) involving a large university and small secondary school. A system of "super cooperating teachers" was implemented in the PDS to accommodate all of the student teachers at the secondary school. Many of the secondary school teachers were inexperienced and did not have the training required to be mentors. The support system allowed inexperienced teachers to have pre-service teachers in their classrooms. The case studies showed how each of several situations impacted mentor support for inexperienced cooperating teachers (mentoring the mentor, lack of teaching strategies from university methods courses, rapport building, individual insecurities, pre-service teachers working on too many problems at once, and cooperating teachers not taking sufficient time with pre-service teachers). Cooperating teachers who had little foundation in various strategies from their methods courses were problems for the mentoring system. Personal attitudes about rapport building presented difficulties when the mentor system worked with both experienced and inexperienced cooperating teachers. Mentoring systems were also challenged by the insecurities of all participants. The mentoring helped when cooperating and pre-service teachers did not relate well to each other. (SM)

ED 464 034   SP 040 586

Mahood, Ramona Madson; DeSimone, Elizabeth; Warner, Jean Marie
Student Perceptions of Preservice Teachers.
PUB DATE- 96
NOTE- 14p.; With assistance from Linda Lee Stubbs.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- High Schools; Higher Education; Middle Schools; Preservice Teacher Education; *Student Attitudes; *Student Teachers; *Teacher Competencies; *Teaching Skills

This study examined middle and high school students' attitudes toward and perceptions of student teachers who worked in their college preparatory school. The students completed one survey with a particular preservice teacher in mind, and then they completed a second survey that was more general and reflected all student teachers they had experienced. Results indicated that 61.9 percent of students considered preservice teachers competent, and 72.3 percent considered them qualified to teach in their content area. About half of the students were comfortable, while about one-quarter were uncomfortable, with having a student teacher in class. About half were comfortable asking preservice teachers for help. Students thought that younger preservice teachers related better to students than did older ones, though their methods of determining age were impressionable. They believed older student teachers demanded more of them. The term "student teacher" had a negative connotation to respondents as though they were less qualified. First year students were the most apprehensive about preservice teachers, while juniors were the most receptive. The surveys are appended. (SM)

ED 464 054 SP 040 648

Houck, Jean
Administrative Issues Essential to Effective Teacher Education Partnerships between Universities and Community Colleges: From Curriculum Mapping to Memoranda of Understanding.
PUB DATE- 02
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Alternative Teacher Certification; *Community Colleges; Curriculum Development; Elementary Education; Elementary School Teachers; Higher Education; Leadership Responsibility; *Partnerships in Education; Preservice Teacher Education
IDENTIFIERS- California (Los Angeles); California State University Long Beach; Cerritos College CA

This paper describes how a comprehensive university and area community college in the highly populated, diverse Los Angeles Basin, collaboratively developed a standards-based program to prepare elementary teachers. California State University Long Beach (CSULB) prepares 600 new teachers a year, most of whom enter classrooms in the Los Angeles Basin. Cerritos College, located in a neighboring community, is a major feeder community college with a diverse student population. There has been a critical shortage of teachers in California since 1996, with the Los Angeles Basin area hit especially hard. Since 1996, CSULB has diversified its teacher preparation program by adding pathways to the teaching credential. The Integrated Teacher Education Program (ITEP) represents the efforts of K-12 teachers, community college faculty, and university faculty from 5 colleges. ITEP's curriculum development depends on leaders who are willing to be involved for the duration. Its steering committee includes key leaders such as deans from the five colleges, the school district's Assistant Superintendent for Instruction and Professional Development, and vice presidents or deans from several area community colleges. ITEP participants collaborate, offer support, seek resources, and provide facilitation and problem solving. The agreement memorandum between CSULB and Cerritos College is appended. (SM)

ED 464 055 SP 040 649

Presley, Jennifer B.; Konkol, Pamela
Illinois Policy Inventory on Teaching and Learning.
PUB DATE- 01
NOTE- 49p.; Published by the Illinois Governor's Council on Educator Quality, Springfield.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Academic Standards; Accreditation (Institutions); Alternative Teacher Certification; Educational Improvement; Elementary Secondary Education; Faculty Development; Graduate Study; Higher Education; Instructional Leadership; Mentors; Preservice Teacher Education; Principals; *Teacher Competencies; Teacher Qualifications; Teacher Recruitment; Teacher Supply and Demand;

(141)
DESCRIPTORS- Action Research; Administrator Role; Elementary Secondary Education; *Faculty Development; Inquiry; Inservice Teacher Education; Mentors; Program Evaluation; Reading Achievement; *Reading Teachers; Teacher Certification; Teacher Improvement

This paper examines several topics as they relate to the education of practicing reading teachers, including: the state of reading achievement in the United States; teacher thinking and professional development; the history of professional development for teachers of reading; professional development policies and guidelines recommended by various organizations; two basic theoretical approaches to professional development (teacher training and reflective practice); descriptions of various professional development programs (best practices programs, university based programs, coaching and mentoring, action research, inquiry support groups, and National Board certification); evaluation of professional development; the role of administration in professional development; and recommendations based on the literature. Three appendixes include guidelines for professional development, teacher licensure renewal in the North Central Regional Educational Laboratory region, and an action plan chart for action research development. (Contains 107 references.) (SM)

ED 464 075 SP 040 684

Jensen, Jacquelyn W.; Rowley, Maxine L.
Instructional Environments and Learning: Exploring Knowledge Growth in Preservice Family and Consumer Sciences Education.
PUB DATE- 02
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 6-10, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Concept Mapping; Constructivism (Learning); *Consumer Education; *Consumer Science; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Prior Learning; Student Teachers; Teaching Methods
IDENTIFIERS- *Family and Consumer Sciences; Knowledge Development

This study examined what 16 female family and consumer sciences (FCS) preservice teachers learned given 1 instructional environment. Participants were enrolled in three FCS teaching methods and curriculum courses. A 2-hour lesson on classroom management using small group theory was selected. On the first day of class, participants completed questionnaires that examined their background knowledge. They constructed unprompted and prompted concept maps of their understanding of the lesson topic. Two weeks later, the instructor taught the lesson. Researchers made videotapes and field notes about the instructional environment. At the end of the lesson, candidates again constructed unprompted and prompted concept maps. Maps were scored and analyzed. Candidates completed questionnaires about concepts they had learned and instructional features that helped them learn. They compared their maps and wrote about how their knowledge changed following the instruction. Four candidates completed stimulated recall sessions. Candidates completed a brief assessment 6 weeks later to measure their learning. Candidates' knowledge construction was greatly influenced by stories or cases about which they had much prior

Papanastasiou, Elena C.
A "Rearrangement Procedure" for Scoring Adaptive Tests with Review Options.
PUB DATE- 02
NOTE- 37p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2-4, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Cheating; *Computer Assisted Testing; *Review (Reexamination); *Scoring; Test Format
IDENTIFIERS- *Answer Changing (Tests)

Due to the increased popularity of computerized adaptive testing (CAT), many admissions tests, as well as certification and licensure examinations, have been transformed from their paper-and-pencil versions to computerized adaptive versions. A major difference between paper-and-pencil tests and CAT, from an examinees point of view, is that in many cases examinees are not allowed to revise their answers with the CAT system. Examinees generally prefer item review, since they can correct misread or miskeyed items, while some researchers are afraid that examinees might try to use item review to cheat on the test. This study tested the efficacy of a rearrangement procedure that rearranges and skips certain items in order to estimate the examinees abilities better, without allowing them to cheat on the test. The rearrangement procedure allowed examinees to preview previously presented items without allowing them to inflate their test scores artificially by using testwiseness strategies. This approach was examined through a simulation study for which 26,000 examinees were simulated. Results show that the rearrangement procedure is effective in reducing the bias of the ability estimates. The reliability decreased slightly after the procedure, but this decrease was negligible. (Contains 4 figures, 4 tables, and 39 references.) (Author/SLD)

ED 464 096 TM 033 777

Hanick, Patricia L.; Huang, Chi-Yu
Effects of Decreasing the Number of Common Items in Equating Link Item Sets.
PUB DATE- 02
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equated Scores; *Test Format; Test Items; Test Results
IDENTIFIERS- Common Item Effect; *Linking Metrics

The term "equating" refers to a statistical procedure that adjusts test scores on different forms of the same examination so that scores can be interpreted interchangeably. This study examines the impact of equating with fewer items than originally planned when items have been removed from the equating set for a variety of reasons. A real data set from a licensure/certification examination was used for the study. Three linear equating methods and three test forms were involved. The sample size for each of the test forms was at least 10,000 examinees. Item sets were manipulated to discard

ED 464 116 TM 033 797

Danin, Susan; Kershner, Keith M.; Hamilton, Brenda; Turner, Jeannine
The Impact of a National Evaluation Effort on the Utilization of Evaluation in Local Settings.
PUB DATE- 02
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). Assisted by Karen Bradley.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consortia; Evaluation Methods; *Evaluation Utilization; Local Issues; National Programs; Program Evaluation
IDENTIFIERS- *National Evaluation Systems

This paper presents an evaluation of the National Network of Eisenhower Regional Consortia and Clearinghouse. A symposium presentation was chosen to report the consortia's contribution to the improvement of mathematics and science education. The presentation is divided into four sections, each of which was presented separately by one of the panel members involved in the evaluative study. Two primary methods, staff interviews and document review, were used to prepare the evaluation for the symposium. Interviews were conducted with 10 consortia directors, 11 evaluators, and 15 program staff. All interviews revealed that directors, evaluators, and staff were aware that national evaluation influences local evaluation in some specific ways. One aspect of the evaluation focused on the identification of barriers to the use of national evaluation in local settings. The paper concludes by discussing what was learned from the evaluation and considers how the roles of evaluators are changing, how national activities influence local evaluation, and whether the impact is multi-directional. (SLD)

ED 464 117 TM 033 798

Yang, Wen-Ling; Dorans, Neil J.; Tateneni, Krishna
Sample Selection Effect on AP Multiple-Choice Score to Composite Score Scaling.
PUB DATE- 02
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2-4, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cutting Scores; *Equated Scores; Multiple Choice Tests; Sample Size; *Sampling; Selection
IDENTIFIERS- *Advanced Placement Examinations (CEEB); *Composite Scores; Equipercentile Equating; Free Response Test Items; Linear Equating Method; Linking Metrics; Smoothing Methods

Scores on the multiple-choice sections of alternate forms are equated through anchor-test equating for the Advanced Placement Program (AP) examinations. There is no linkage of free-response sections since different free-response items are given yearly. However, the free-response and multiple-choice sections are combined to produce a composite. Therefore, to derive new-form cut scores on the composite score scale that are comparable to the old-form cut scores, the multiple-choice score of the AP

Proceedings of an International Conference (Chester, England, United Kingdom, September 18, 2001).
PUB DATE- 02
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2-4, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conferences; *Educational Assessment; Educational Policy; Educational Research; Elementary Secondary Education; Focus Groups; *Learning; Professional Development; *Student Evaluation; *Teacher Made Tests

In September 2001, 37 educational researchers, assessment specialists, and practitioners from around the world gathered in England for a 3-day conference on assessment focusing on assessments developed and used by teachers day-to-day in the classroom. The meeting was structured to permit the development of ideas and strategies for bringing assessment for learning to the fore. Participants were assigned to focus groups on research, professional development, and policy, and given questions to guide their discussions. The focus group on research reviewed findings on student learning and teaching, and identified as priorities the understanding of students' and teachers' perceptions, the need for change in assessment, the necessity of anchoring assessment in learning theory, and links to school subjects. The focus group on professional development recognized two main implications for the profession as a whole: the need to ensure that all teachers are competent in assessment for learning and the need for opportunities and support for professional development in assessment for learning. The focus group for policy identifies several specific tactics that provide a road map for influencing policymakers at all levels to reflect on their assessment policies. Each participant also prepared reflections on the conference as a whole. (SLD)

ED 464 138 TM 033 821

Zeng, Liang; Simonsson, Marie; Poelzer, Herold
Teacher Certification Tests: Variables That Predict Pass/Fail Status on Elementary Professional Development Examination for Preservice Teachers.
PUB DATE- 02
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; *Licensing Examinations (Professions); Pass Fail Grading; *Predictor Variables; *Professional Development; *Teacher Certification
IDENTIFIERS- *Texas

The intent of this study was to identify predictor variables for pass/fail status on the Elementary Professional Development Examination for Certification of Educators in Texas (ExCET) for preservice teachers at a university in South Texas. Logistic regression was used to investigate the dependency between the predictors and the ExCET pass/fail rates. Samples of 120 and 136 elementary preservice teachers were drawn from 1999 and entered the program (or their public school) as kindergartners or first graders. Researchers collected data on academic achievement, demographics, scholarship utilization, and teacher experience (from classroom interviews). Results indicated that in first grade, scholarship and applicant/non-receipt students were nearly identical demographically, but by late second grade, scholarship students were less likely to be of minority status and were of significantly higher income than were applicant/non-recipients. Classroom and teacher characteristics were relatively similar for public and private school students. Public school teachers were more likely to have completed graduate coursework. There was no clear or consistent academic achievement pattern that could be attributed to participation in the Scholarship Program. By the end of first grade, earlier group differences were reduced or eliminated. (Contains 8 figures and 26 tables.) (SM)

ED 464 158 UD 034 913

Brown, Cynthia G.
Opportunities and Accountability To Leave No Child Behind in the Middle Grades: An Examination of the "No Child Left Behind Act of 2001."
PUB DATE- 02
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Accountability; Disadvantaged Youth; *Educational Improvement; English (Second Language); Federal Legislation; High Risk Students; Middle School Students; *Middle Schools; Paraprofessional School Personnel; Poverty; Teaching Skills
IDENTIFIERS- Bush Administration 2001; Elementary Secondary Education Act Title I; No Child Left Behind Act 2001

The No Child Left Behind Act of 2001 reauthorized and significantly expanded the Elementary and Secondary Education Act. The Act and its accompanying fund increases offer numerous opportunities to improve teaching and achievement of young adolescents, targeting federal money more than ever to high poverty schools and districts and including tougher accountability requirements. This paper highlights major opportunities to improve achievement of middle grades students, including the opportunity to spend much more money wisely, mainly in high poverty schools; direct programs that improve the learning of English language learners; improve the quality of teaching and professional development in high poverty and struggling middle schools; and employ high quality teachers and paraprofessionals. It also provides opportunities for parents to receive specific information about the quality of their children's teachers, for parents of students in low performing schools to choose alternative learning options, for schools to be recognized for success, and for the establishment of charter schools. The Act relies heavily on stronger accountability requirements to stimulate greater efforts by educators to improve the achievement of historically ill-served students. Two appendices present key definitions from the No Child Left Behind Act and allowable responsibilities of paraprofessionals under the Act. (SM)

ED 464 159 UD 034 926

Haurin, Donald R.; Parcel, Toby L.; Haurin, R. Jean traditional juvenile justice process. In Maryland, teen court was compared with a more proactive, police diversion program that provided many similar services and sanctions as teen courts. Youth had to pay restitution, perform community service, and write apology letters. The entire process was managed by the police department. No court appearance was required. Recidivism was slightly higher among teen court cases, but re-offending rates for both treatment and comparison groups were low. Overall, teen courts represent a promising alternative for the juvenile justice system. Appended are data on the sites, participants, and questionnaires. (SM)

ED 464 178 UD 034 952

Johnson, Michael P.
Reforming the Eighth-Grade Student Assignment Process for the Philadelphia Public Schools.
PUB DATE- 00
NOTE- 45p.; Paper presented at the Annual Meeting of the Conference of Minority Public Administrators (28th, Pittsburgh, PA, March 13, 1999). Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Admission Criteria; Admission (School); *Grade 8; Information Technology; *Middle School Students; Middle Schools; *Student Placement; Urban Schools; Vocational Education
IDENTIFIERS- Learning Communities; Philadelphia School District PA

The eighth grade student assignment project, an initiative of the School District of Philadelphia, assigns students to high school academic programs based on student preferences, academic preparation, program capacity, and desegregation requirements. These programs, called small learning communities (SLCs), emphasize areas such as design and technology, communications, business, and health and draw primarily from students in local middle schools. SLCs are intended to complement existing offerings in Philadelphia's area vocational/technical high schools and selective admissions programs and high schools that draw from a citywide pool of admissions. They ensure that students who need academic support in smaller, more personalized environments can flourish. This paper describes recent modifications to the student assignment process that resulted in a comprehensive, realistic description of business processes, a more accurate method for recording family preferences, modifications to the student assignment process that better reflects student preferences and system constraints, and a new process for meeting management reporting needs. The paper describes other recommendations not yet implemented, including more flexible program reporting to families, a relational database to meet future student processing needs, customer service via the Internet, and management science models to automate the assignment process. (Contains 21 references.) (SM)

ED 464 179 UD 034 953

Majors, Richard, Ed.
Educating Our Black Children: New Directions and Radical Approaches.
PUB DATE- 01
NOTE- 271p.
LANGUAGE- English

(England).
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Competition; Educational Research; Foreign Countries; *Free Enterprise System; Poverty; Research Methodology; *School Choice; Secondary Education
IDENTIFIERS- England; Wales

This paper considers the possible impact of market forces on educational achievement in English and Welsh secondary schools. A major argument made by market advocates in favor of extending programs of school choice was that this would drive up standards. However, despite 12 years of relevant experience in the United Kingdom, it remains very difficult to test this claim. This paper examines practical difficulties in conducting research, then presents three possible models for considering changes in academic standards over time. It discusses what an appropriate control group would be when assessing the impact of choice and how researchers can otherwise control for the impact of student background. The results are inconclusive, and possibly even contradictory. The measures, such as GCSE and A levels, extending back to 1988 and beyond, have increased in prevalence. In terms of these measures, students from state-funded schools have reduced the gap between their achievement and that of students from fee-paying institutions. However, it is not clear that these developments are market related. There is also no evidence that these improvements indicate any weakness in the strong link between the socioeconomic background of students and their school outcomes. (Contains 57 references, 3 figures, and 1 table.) (SM)

ED 464 197 UD 034 992

Taylor, Chris; Gorard, Stephen
"Local Schools for Local Children" and the Role of Residence in Segregation. Measuring Markets: The Case of the ERA 1988. Occasional Paper.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 01
NOTE- 40p.; Some figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competition; Diversity (Student); Foreign Countries; Housing; Minority Groups; *Place of Residence; Poverty; *Residential Patterns; School Choice; *School Segregation; Secondary Education; *Socioeconomic Influences; Unemployment; Urban Areas
IDENTIFIERS- England

Through a historical picture of school allocation and residential change, and a detailed comparison of residential and school-based social segregation over time, this paper examines the relationship between residential differentiation and school segregation in the United Kingdom, describing the extent to which introduction of market principles, and the way schools and local education authorities (LEAs) have responded, have changed pre-existing between-school socioeconomic segregation. It also discusses whether school segregation is greater in areas with greater residential differentiation and notes how children's development have ignored animals and suggests ways in which attention to children's animal connections recasts many issues in social and cognitive development. Chapter 2 traces the evolution of pet keeping, domestication of animals, and changes in the family that together have made children intimate partners with the animals who reside with them. Chapter 3 focuses on the emotional bond between child and pet, noting qualities of children's relationships with their pets similar to children's significant ties with humans and those that are distinctive. Chapter 4 goes into the classroom, home, yard, park, and zoo and asks what children might be absorbing from observing and interacting with living animals. Chapter 5 considers therapies for troubled children that incorporate contact with animals and nature. The chapter assesses the potential of and the unanswered questions about using animals to treat a wide range of problems, from extreme shyness to hyperactivity, to learning disabilities. Chapter 6 considers animals as symbols, both as offered up by adults for children and as products of children's imagination. Chapter 7 examines children's mistreatment of animals, possible links between animal abuse and family violence, and animal neglect and abandonment. Chapter 8 sketches a research, teaching, and program agenda based on a biocentric perspective for studying children's development and enriching their lives. The chapter focuses on deepening and shaping rather than discouraging children's intuitive affinity for other forms of life. (Contains extensive notes organized by chapter.) (HTH)

ED 463 903   PS 030 351

Manning, M. Lee
Developmentally Appropriate Middle Level Schools. 2nd Edition.
PUB DATE- 02
NOTE- 112p.; For first edition, see ED 363 451.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescent Development; *Adolescents; Check Lists; Cognitive Development; *Curriculum Design; *Developmentally Appropriate Practices; Elementary School Students; Emotional Development; Middle School Students; *Middle Schools; Physical Development; *Preadolescents; Social Development; Student Needs
IDENTIFIERS- Psychosocial Development

Noting factors that have contributed to an increased emphasis on developmentally responsive middle level schools, this revised monograph examines early adolescence as a developmental period and explores the physical, psychosocial, and cognitive characteristics of 10- to 15-year-olds. In addition, the monograph provides recommendations concerning how middle level schools can provide developmentally appropriate educational experiences. Chapter 1 explores early adolescence as a developmental period, and its evolution toward acceptance. Contemporary efforts to promote the 10- to 15-year-old period are described. Chapter 2 examines contemporary research on physical, psychosocial, and cognitive development, and provides a developmental portrait of young adolescent learners. Chapter 3 shows how young adolescents' physical, psychosocial, and cognitive developmental characteristics can form the basis for developmentally appropriate curricular, instructional, and organizational decisions in middle level schools. Chapter 4 highlights resources for middle level school educators, including professional associations, Internet sites, and resource centers. Appended is a checklist for determining they are not as able as those who left. In this time of upheaval, rural America needs its gifted students to bring their intellects, education, and energy to bear fruit in home orchards. Rural communities and schools must invest in education of the gifted to break the cycle of out-migration that now drains away many of the most academically able students, and deters others from seeking postsecondary education. Rural schools and communities must become mutually self-sustaining to survive, and to do so they must nurture and use a vital resource: intellectually gifted students. These points are illustrated through vignettes about coastal Maine. (Contains 21 references.) (Author/TD)

ED 463 921 RC 023 453

Isserman, Andrew M.
Socio-Economic Review of Appalachia. Appalachia Then and Now: An Update of "The Realities of Deprivation" Reported to the President in 1964. Revised.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Demography; *Educational Attainment; *Employment Patterns; High School Graduates; *Living Standards; Low Income Counties; *Poverty; Rural Areas; *Rural Urban Differences; Unemployment; Urban Areas
IDENTIFIERS- *Appalachia

The 1964 Report of the President's Appalachian Regional Commission reinforced the popular image of Appalachia--low income, high poverty, limited education, poor living standards, job deficits, high unemployment, outmigration, stagnation, and decline. Current data indicate that conditions in Appalachia have improved greatly: the percentage of Appalachians in poverty declined; the percentage of adults who graduated high school jumped; housing units with complete plumbing, jobs per 100 people, numbers of jobs, and population increased. Appalachia has been catching up with the rest of the nation. Appalachian per capita income has reached 93 percent of the national level; Appalachian per capita income for nonmetropolitan areas is higher than that of the Southeast and Southwest regions of the United States; poverty rates are below Southeastern and Southwestern ones; employment growth is greater than in several U.S. regions; and Appalachia's population is growing faster than that of some other regions. However, the most rural, most isolated Appalachian counties have a lower per capita income and more people in poverty than such counties elsewhere. Central Appalachia has considerably higher poverty rates than the nation; Appalachia has lower educational attainment than the rest of the nation, especially in central Appalachia where only half of adults have graduated from high school; and Appalachia has fewer jobs per 100 people than the rest of the nation. Today fewer places in Appalachia fit the old images, but the realities of deprivation remain severe in parts of Appalachia. (TD)

ED 463 922 RC 023 454

Family Feathers. Videotape Series .
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 0p.; Produced by RXL Pulitzer. Distributed by Central Council Tlingit and Haida Indian Tribes of Alaska Head Start

uncertain outcomes, risk, inescapable consequences, energetic action, and willingness to participate. Adventure education occurs in a diversity of venues, ranging from wilderness explorations to artificial climbing walls and ropes courses. Outdoor adventure education programs have the potential to improve the moral development of participants. Outward Bound, the National Outdoor Leadership School, Project Adventure, and the Wilderness Education Association have set examples for outdoor adventure education companies through their leadership, programming, and curricula. Standards developed by them have been influential throughout the field. Outdoor leaders need soft skills, which involve facilitation, instructional, and organizational skills, and hard skills, which include technical, safety, and environmental skills. Meta-skills that hold the hard and soft skills together are also needed and include effective communication, flexible leadership style, professional ethics, problem solving, decision making, and experience-based judgement. Recommended best practices include implementing ethics of care for participants and the environment, ensuring the safety of participants and staff, having trained and certified leaders, matching goals and objectives to organizational needs, providing skill development and awareness for participants, having a written curriculum, and conducting ongoing evaluation and research. Research needs are discussed. (Contains 69 references.) (TD)

ED 463 940   RC 023 497

Ross, Jo-Ellen
Water-Based Outdoor Recreation and Persons with Disabilities.
PUB DATE- 01
NOTE- 17p.; In: Defining Best Practices in Boating, Fishing, and Stewardship Education; see RC 023 490.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Accessibility (for Disabled); Assistive Devices (for Disabled); Attitudes toward Disabilities; Camping; *Disabilities; *Federal Legislation; Normalization (Disabilities); *Outdoor Activities; Outdoor Education; Recreational Activities; *Recreational Facilities; Rehabilitation; Swimming; Vocabulary
IDENTIFIERS- Adventure Therapy; Boating; Fishing

People with disabilities have long been hindered from participating in outdoor recreation activities such as fishing and boating because of structural and social barriers. Within the past decade, significant progress has been made toward including people with disabilities in outdoor recreation programs and improving access to related facilities and lands. Important terminology, federal legislation, and leisure studies related to people with disabilities are summarized. Using appropriate terminology conveys a sense of inclusion for programs and facilities. People-first terminology is positive and humanizing because it focuses on the person rather than the disability. Understanding and meeting legal requirements for access to programs, facilities, and services by people with disabilities will further ensure an inclusive environment. Guidelines for outdoor education and outdoor recreation programs include training staff, having a certified therapeutic recreation specialist available as a consultant, collaborating with special educators, providing support staff, including persons with disabilities on the staff, and involving persons with disabilities in the design and implementation of programs. Finally, research on people with disabilities shows they have

Education Marine Enhancement Program, presents underwater color photography of coral reef life in an alphabetical resource. The specimens are described in English, and some are translated into the Samoan language. A picture-matching learning exercise and a glossary of scientific and oceanic terms are provided. (MM)

ED 463 966 SE 066 009

Young, Richard F.; Nguyen, Hanh Thi
Modes of Meaning in High School Science. CELA Research Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; High Schools; *Physics; Science Curriculum; Science Education; Scientific Literacy; Teacher Student Relationship; *Teaching Methods; *Textbooks

Using the framework of systematic functional grammar, this study compares two modes of presenting the same scientific topic: in a physics textbook and in interactive teacher talk. Three aspects of scientific meaning making are analyzed: representations of physical and mental reality, lexical packaging, and the rhetorical structure of reasoning. Both the textbook and teacher talk use verbs of action to represent scientific processes but the teacher talk constructs the teacher and students as active participants in these processes, while the textbook constructs the readers as distant observers. The textbook contains more grammatical metaphors, which are frequently left unpacked, whereas in the teacher talk grammatical metaphors are always unpacked. Both the textbook and the teacher talk show similar thematic organization but while this is explicit in the textbook, in the teacher talk it is interactionally constructed. The authors conclude with a discussion of the implications of these findings for the socialization of students to science discourse through different instructional modes. (Contains 51 references.) (Author/MM)

ED 463 967 SE 066 013

Cakir, Mustafa; Carlsen, William S.
Environmental Inquiry by College Students: Original Research and Peer Review Using Web-Based Collaborative Tools. Preliminary Quantitative Data Analysis.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 02
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Higher Education; Inquiry; *Peer Evaluation; Preservice Teachers; *Science Education; Toxicology

The Environmental Inquiry (EI) program (Cornell University and Pennsylvania State University) supports inquiry based, student-centered science teaching on selected topics in the environmental sciences. Texts to support high school student

ED 463 988 SO 032 358

Brogan-Linnabery, Ann Marie
Theodore Roosevelt Inaugural Site: Birthplace of the Modern Presidency. Teaching with Historic Places.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Built Environment; Heritage Education; *Historic Sites; *Presidents of the United States; Primary Sources; Secondary Education; Social Studies; Student Educational Objectives; *United States History
IDENTIFIERS- National Register of Historic Places; New York (Buffalo); Progressive Era; *Roosevelt (Theodore)

In 1901, while vacationing in New York's Adirondack Mountains, Vice President Theodore Roosevelt received news that President McKinley had been shot and was not expected to live. By the time Roosevelt arrived at the home of his friend Ansley Wilcox in Buffalo (New York), the President was dead. Roosevelt was inaugurated in the library of his friend's stately Greek Revival home. This lesson plan is based on the National Register of Historic Places registration file for the Theodore Roosevelt Inaugural National Historic Site (Ansley Wilcox House) and other source material. The lesson can be used in U.S. history, social studies, and geography courses in units on Theodore Roosevelt's presidency, the Progressive Era, or government and politics. The teacher materials section provides general information, gives educational objectives for students, discusses visiting the site, lists supplementary resources, and describes how to use the lesson plans. The student materials section includes: "Getting Started"; "Photograph Analysis Worksheet"; "Setting the Stage"; "Locating the Site" (Map: New York State); "Determining the Facts" (Reading: It is a dreadful thing to come to the Presidency this way; Document: Illustrated Buffalo Express, Sept. 15, 1901; Readings: Roosevelt's First Presidential Proclamation; The Bully Pulpit); "Visual Evidence" (Drawings: Delaware Avenue, Buffalo, NY, 1873; Sketch of the Inauguration; Photos: Wilcox Library today; Wilcox House, 1901; Wilcox House, 1971); and "Putting It All Together" (Activities: Where Were You on the Day, Snapshot of History, Buildings That Have Witnessed History). (BT)

ED 463 989 SO 032 359

Laffin, Margaret
Vanderbilt Mansion National Historic Site: Monument to the Gilded Age. Teaching with Historic Places.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Built Environment; Heritage Education; *Historic Sites; Primary Sources; Secondary Education; Social Studies; Student Educational Objectives; *United States History
IDENTIFIERS- Gilded Age; *Hudson Valley; National Register of Historic Places; Wealth

By the turn of the 20th century, many wealthy families, including the Vanderbilts, had palatial houses along the Hudson River, 9-12, high school teacher Arnold Pulda highlights a buried treasure that can be used to introduce students to the collections. In the feature article "The Evolution of a History Teacher," Greg Deegan reflects on the impact of technology in his classroom. In the "Tech Tip" section, "Tips for Searching the American Memory Collections or 'I Know I Found Articles Yesterday, but Where Are They Now!'" Laurie Williams, school media specialist, suggests three basic search strategies. (BT)

ED 464 012   SO 033 776

Singleton, Laurel R., Ed.
Using Photographs from American Memory.
PUB DATE- 01
NOTE- 23p.; Theme issue. Formerly known as "American Memory Electronic Newsletter." Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Family History; *Photographs; *Primary Sources; Professional Development; *Racial Relations; Social Studies; *Teacher Developed Materials; *United States History; World Wide Web
IDENTIFIERS- *American Memory Project (Library of Congress); Timelines

This publication contains teaching ideas generated by classroom teachers. For grades K-4, elementary teacher Doris Waud and media specialist Gail Petri developed "Celebrate America with Symbols from American Memory," in which students explore the American memory and symbols. For grades 5-8, media specialist Mary Alice Anderson developed "Using Jump Back in Time Photos from America's Library," a project for sixth graders. For grades 9-12, high school librarian Joyce Valenza and a history teacher colleague developed a WebQuest using Civil War maps and photos. The publication offers "Bonus Teaching Ideas" from elementary school teacher Kathleen Isaacs and middle school teacher Steve Olguin. In the feature article, "Coaching Departments to Speak: Two Examples from the Days of Jim Crow," history teacher Scott P. Culclasure describes how close analysis of two documents provides insight into race relations, the power of language, and how people learn about the past. In "Reaching Other Teachers: The Challenge of Professional Development," librarian Margaret Lincoln highlights some of the issues involved in engaging other teachers with American Memory and provides links to online workshop materials. The "Tech Tip" section offers "Finding the 'Mother Lode' of Technical Information on the Learning Page." (BT)

ED 464 013   SO 033 777

Singleton, Laurel R., Ed.
Using Text Documents from American Memory.
PUB DATE- 02
NOTE- 20p.; Theme issue. Formerly known as "American Memory Electronic Newsletter." Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials

ED 464 035 SP 040 587

Chant, Richard H.
The Impact of Personal Theorizing on Beginning Teaching: A Case Analysis of Three Social Studies Teachers.
PUB DATE- 01
NOTE- 39p.; Paper presented at the Annual Meeting of the National Council for the Social Sciences (Washington, DC, November 15, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Case Studies; Higher Education; Preservice Teacher Education; Secondary Education; *Social Studies; Teacher Attitudes; *Theories; Theory Practice Relationship

This paper presents the findings of an exploratory case analysis of three beginning social studies teachers regarding how their personal theorizing impacted their instructional decision making and classroom actions as newly inducted teachers. In addition, how the teachers' personal theorizing evolved as a result of their first year of experience is also presented. During their pre-service experiences, the teachers identified an operational set of personal practice theories (PPTs) that guided their respective practices. The PPTs were used as the theoretical constructs from which to determine the relationship between personal theorizing and practice. The findings indicate that each teacher attempted to utilize their PPTs to guide their first year of teaching. Furthermore, for two of the three teachers, their PPTs largely impacted their instructional decision making. Finally, all three individuals experienced further development and refinement of their instructional beliefs as a result of their first year of teaching. Two of the three teachers continuously refined their PPTs in an effort to improve practice, while the third teacher developed a new set of instructional beliefs to fit her given instructional setting. (Contains 20 references.) (SM)

ED 464 036 SP 040 588

Schefter, Maria; Inoue, Yukiko
Feedback from Faculty Development Day on Faculty Governance.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the College of Arts and Sciences Research Conference (Mangilao, Guam, April 16-17, 2001). Prepared in consultation with Chris Lobban, Brian Millhoff, and John Jenson.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Collegiality; *Faculty Development; Governance; Higher Education; Teacher Administrator Relationship; Teacher Improvement; Teacher Participation
IDENTIFIERS- University of Guam

This report presents feedback on the University of Guam's Faculty Development Day (FDD) (January 19, 2001), which focused on collegial faculty governance and highlighted interactions between the Senate, faculty, and administration. Feedback came from feedback surveys designed to gauge the success of the workshop. The surveys asked about participants' background in collegial governance, perceptions of FDD effectiveness,

*Teaching Skills
IDENTIFIERS- Illinois

These guidelines are derived from the five basic National Commission on Teaching and America's Future recommendations presented in "What Matters Most: Teaching and America's Future," a research-based proclamation that improving the quality of classroom instruction is the most important, direct, and cost-effective route to improving student learning in U.S. schools. The five recommendations are: (1) "Get Serious about Standards for Students and Teachers" (e.g., accredit schools of education and license teachers on the basis of demonstrated performance); (2) "Reinvent Teacher Preparation and Professional Development" (e.g., teaching and learning standards as a foundation for teacher education and quality mentoring to develop quality teachers); (3) "Overhaul Teacher Recruitment and Put Qualified Teachers in Every Classroom" (e.g., assess teacher supply and demand and increase the ability of low-wealth districts to attract qualified teachers and ensure that districts hire only qualified teachers); (4) "Encourage and Reward Knowledge and Skill" (e.g., linking compensation to knowledge, skills, and performance and National Board certification); and (5) "Create Schools Organized for Student and Teacher Success" (e.g., flattening hierarchies and reallocating dollars and providing incentives for ongoing school improvement). Four appendixes present relevant Illinois data. (SM)

ED 464 056   SP 040 650

Lee, John B.; Clery, Suzanne B.; Presley, Jennifer B.
Paths to Teaching.
PUB DATE- 01
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teacher Induction; Beginning Teachers; *Career Choice; Career Development; College Graduates; College Students; Elementary Secondary Education; Higher Education; Job Satisfaction; Poverty; Preservice Teacher Education; Public Schools; Student Characteristics; Teacher Certification; Teacher Characteristics; Teacher Persistence; Teaching Conditions

This report uses the national Baccalaureate and Beyond longitudinal database to look at the early career paths of 1993 college graduates. The results provide information on which college graduates became teachers, where they taught, and whether they left teaching within 3 years. Overall, it is not easy to predict who may be potential teachers when students are in college. Teachers' personal and academic characteristics vary by grade taught. Some teachers work for lower salaries with similar or higher levels of job satisfaction when they are in non-urban areas that have few high-poverty schools. More public school teachers without certification than with certification, and more public school teachers with college admission scores in the top quartile than with scores not in the top quartile, left teaching. Key recruitment strategies include providing beginning college students with a realistic set of expectations and experiences regarding teaching and including community colleges early on in students' school experiences. Key retention strategies include getting non-certified teachers certified, providing induction programs, involving new teachers in school improvement, and improving the knowledge. Experiential learning and multiple opportunities for elaboration on the social plane were important influences on learning. The instructional approach allowed the instructor to access and address students' concerns or goals. (Contains 17 references.) (SM)

ED 464 076 SP 040 686

Dekker, Lisa M.; Krou, Caren A.; Wright, Timothy D.; Smith, Densie M.
Effective Strategies for Reducing the Overrepresentation of Minoroties in Special Education.
PUB DATE- 02
NOTE- 28p.; Paper presented at the Annual Classroom Action Research Conference (2nd, South Bend, IN, April 27, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Disabilities; Diversity (Student); Elementary Secondary Education; *Minority Group Children; Racial Discrimination; Rural Schools; *Special Education; Teacher Attitudes
IDENTIFIERS- Indiana

This study examined whether the overrepresentation of minorities in special education was considered an issue in northwestern Indiana, noting strategies currently being implemented to address this issue in three counties and describing proven effective strategies for reducing minority referrals. Teachers, administrators, counselors, and school psychologists from rural schools with diverse student populations completed surveys that examined the perceived existence of the problem of overrepresentation of minorities in special education, identified strategies considered effective for accurate referral to special education, asked which strategies respondents currently used in their schools, and rated the effectiveness of the strategies. The eight strategies included educating the family about the disability, helping the family gain access to needed social services and supports, providing staff development on minority cultures and needs, and setting high expectations for all students. Results indicated that overrepresentation of minorities in special education was not considered an issue by respondents in northwestern Indiana. Most respondents said it was not a problem where they taught. They felt that all of the strategies were currently being used to some degree (except the strategy of providing staff on minority cultures and needs), and that the strategies were effective. (Contains 16 references.) (SM)

ED 464 077 SP 040 692

Once Again SREB States Lead the Nation in National Board for Professional Teaching Standards Certification.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Legislation; Elementary Secondary Education; *National Standards; State Legislation; *Teacher Certification; *Teacher Competencies
IDENTIFIERS- National Board for Professional Teaching Standards; Southern Regional Education Board; State Policy

different numbers of items. The scale scores computed using the decreased sets of equators were either unchanged or one point higher or lower than the scale scores computed using the original set of equators. The scale score fluctuations in nearly all of the decreased equating sets affected the passing scores of approximately two percent of the examinees, either increasing or decreasing the required scale score by one point. For a set in which two scale scores varied rather than just one, approximately four percent of the examinees were affected. Findings show that the equating plan designed for this examination was highly robust. (SLD)

ED 464 097 TM 033 778

Kennedy, Robert L.; McCallister, Corliss Jean
Attitudes toward Advanced and Multivariate Statistics When Using Computers.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Graduate Students; Graduate Study; Higher Education; *Multivariate Analysis; *Statistics; *Student Attitudes

This study investigated the attitudes toward statistics of graduate students who studied advanced statistics in a course in which the focus of instruction was the use of a computer program in class. The use of the program made it possible to provide an individualized, self-paced, student-centered, and activity-based course. The three sections involved in this study were offered in the 2001 spring term. There were complete data for 19 students, most of whom were white females. Fifteen were in advanced statistics, and four were in multivariate statistics. The instrument used was the Statistics Attitude Survey (D. Roberts and E. Bilderback, 1980). Both chi square and Kendall's Coefficient of Concordance indicated that there were differences in the distribution of ranks between the pre-test and post-test survey results. Most of these differences occurred as increases in the rankings marked at each end of the scales. That is, after the course, more students felt more strongly that they agreed or disagreed with statements about some aspects of statistics. Comments from the open-ended evaluation forms may help explain some of the other study findings. It is concluded that offering the course using computers may help improve students' attitudes about certain aspects of statistics. The course syllabus used in the study is appended. (Contains 14 references.) (Author/SLD)

ED 464 098 TM 033 779

Kennedy, Robert L.; McCallister, Corliss Jean
Graduate Introductory Statistics: In Class vs. On Line.
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

examinations are linked to the composite score through single-group linking design. This study investigates whether the multiple-choice to composite linking functions remain invariant over subgroups by region for two AP examinations using 3 years of test data. The region groups are of interest because the AP program administers different free-response sections to different time-zone regions as a precaution for security reasons. The study focused on: (1) how invariant cut scores are across regions; and (2) whether the small sample size for some regional groups presents particular problems for assessing linking invariance. Both equipercentile and linear linking methods were applied. The equatability index proposed by N. Dorans and P. Holland (2000) is used to evaluate the invariance of the linking functions, and the cross-classification approach is used to evaluate the invariance of the composite cut scores. Overall, the curvilinear linkings across regions seem to hold up reasonably well. Nevertheless, more examinations are needed to decide whether the linkings in the small regions contain enough data to support the use of weak models such as equipercentile scaling. The strong smoothing associated with the linear linking model, as expected, reduces the variability of linkages across regions. However, more work is needed to see if less strong models can be found for improving consistency over the unsmoothed linkings without incurring the bias apparent with the linear linkings. (Author/SLD)

ED 464 118 TM 033 799

Ku, Nai-Kuang
A Crosscultural Study on Students' Belief in Self-Efficacy for Self-Regulated Learning and Academic Achievement.
PUB DATE- 02
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Asian Americans; Attribution Theory; Beliefs; Cross Cultural Studies; *Elementary School Students; Intermediate Grades; *Self Efficacy; *Sex Differences; Student Motivation
IDENTIFIERS- *Self Regulated Learning

The purpose of this study was to investigate the academic achievement discrepancy observed between Asian and non-Asian students by examining self-efficacy and several motivational factors. Original and revised versions of A. Bandura's Scale of Self-Efficacy for Self-Regulated Learning and measures of study effort, effort attribution, and academic goals were given to a sample of 87 fifth-grade students in southern California. Findings reveal that Asian students estimated their self-efficacy higher than did their non-Asian counterparts, and that female fifth graders who valued study and exerted higher effort tended to outperform male peers. (Contains 6 tables and 30 references.) (Author/SLD)

ED 464 119 TM 033 800

Munoz, Marco A.; Portes, Pedro R.
Predictors of Academic Achievement: The Effects of Demographic and Psychosocial Factors.
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

2001 classes at a university where the enrollment is largely Hispanic American. The dependent variable, the ExCET scores, and the independent variables of Texas Academic Skills Program scores (TASP), American College Testing Program scores, overall grade point average (GPA), Benchmark ExCET, and ExCET were considered. Results of the logistic regression analysis shows that ExCET pass/fail outcomes for elementary preservice teachers in the professional development area can be predicted with 71.7% accuracy by using the variables TASP reading scores and GPA scores, at least for Hispanic students attending universities in South Texas. Implications for increasing the numbers of students who pass the ExCET are discussed. An appendix contains tables of study data. (Contains 26 tables.) (SLD)

ED 464 139   TM 033 822

Mertler, Craig A.
Web-Based Surveys: Guiding Lessons for Their Use.
PUB DATE- 02
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Research Methodology; *Response Rates (Questionnaires); *Surveys; *World Wide Web

This paper discusses the advantages and limitations of administering a survey questionnaire via the Internet (i.e., using both Web-based and e-mail platforms). It also addresses particular issues faced by one researcher as a reflection on the use of this methodology. Highlighted are problems associated with the use of listservs, e-mail addresses, formats for downloading and compiling data, and the nonrandom nature of the resulting sample. (Contains 2 tables and 11 references.) (Author/SLD)

ED 464 140   TM 033 823

Curtis, Deborah A.; Araki, Cheri J.
Effect Size Statistics: An Analysis of Statistics Textbooks Used in Psychology and Education.
PUB DATE- 02
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *Effect Size; Literature Reviews; Psychological Studies; *Statistics; Textbook Content; *Textbooks

The purpose of this research was to analyze recent statistics textbooks (n=22) to examine the ways in which authors addressed the issue of effect size (ES) and the practical significance of research results. In terms of the overall prevalence of ES statistics, the one-sample, matched-pair, and two-sample t-tests, and one-factor analysis of variance were presented in all 22 texts. ES statistics corresponding to each of these

The Impact of Homeownership on Child Outcomes. Low-Income
  Homeownership Working Paper Series.
PUB DATE- 01
NOTE- 30p.; This paper was prepared for the Joint Center for
  Housing Studies' Symposium on Low-Income Homeownership as an
  Asset-Building Strategy and an earlier version was presented at
  the symposium held November 14-15, 2000 at Harvard University.
  Also funded by National Association of Home Builders.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Behavior Problems; *Child
  Welfare; *Children; Cognitive Ability; Elementary Secondary
  Education; *Family Environment; *Homeowners
IDENTIFIERS- Rental Property

Using a national panel data set that links the National Longitudinal Survey of Youth (NLSY) with the NLSY Child data, this study examines the impact of homeownership on several child outcomes. Data analysis indicates that children of homeowners have better home environments, higher cognitive test scores, and fewer behavior problems than do children of renters. The study finds that these results hold even after controlling for a large number of economic, social, and demographic variables. Owning a home compared with renting leads to a 13 to 23 percent higher quality home environment. The independent impact of homeownership combined with its positive impact on the home environment results in the children of homeowners achieving math scores up to nine percent higher and reading scores up to seven percent higher, with reductions in children's behavior problems of up to three percent. These findings suggest that homeownership support programs should be targeted to households with young children. The measurement of the home environment questionnaire is appended. (Contains 61 references.) (SM)

ED 464 160   UD 034 927

Schott, Richard L.
Ethnic Community Views of the Austin Independent School District.
  Policy Research Project Report.
PUB DATE- 01
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Blacks; *Educational Quality;
  Elementary Secondary Education; *Equal Education; Hispanic
  Americans; *Minority Groups; *Public Opinion; Racial
  Differences; *Resource Allocation; Socioeconomic Influences
IDENTIFIERS- Austin Independent School District TX

This study examined ethnic community perceptions of the Austin Independent School District (AISD). It investigated citizens' assessments of the quality of public education, ethnic tensions in the schools, and the equality of resource distribution among the schools. It also examined variations in perceptions of the AISD by ethnic group. Data collection involved surveys and community interviews with white, Hispanic American, African American, Asian American, and other community members. Results indicated that public opinion about the AISD was mixed. One significant negative perception, which had greater consensus than any other topic explored, was that minority schools did not receive equal resources or treatment. Most citizens rated educational quality as poor or fair. Respondents with children attending AISD schools rated the quality of education higher

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Adolescent Development; Afrocentrism; After School Programs; *Black Students; *Educational Policy; Educational Quality; Elementary Secondary Education; Equal Education; Foreign Countries; Immersion Programs; Males; *Mentors; *Racial Bias; *Social Bias
IDENTIFIERS- African Americans; United Kingdom

This collection of papers from U.S. and British contributors focuses on positive social inclusion policy and practice for black students. There are 15 chapters in five parts. Part 1, "Tackling Historical and Contemporary Education Problems," includes: (1) "Racism, Policy and the (Mis)Education of Black Children" (David Gillborn); (2) "The Education of Black Children: Why Do Some Schools Do Better Than Others?" (Maude Blair); and (3) "Academic Disidentification: Unravelling Under Achievement among Black Boys" (Jason W. Osborne). Part 2, "Radical Black Approaches to Education," includes: (4) "The 'Miseducation' of Black Children in the British Educational System: Towards an African-Centered Orientation to Knowledge" (Mekada Graham); (5) "Lessons from America: The African American Immersion Schools Experiment" (Diane S. Pollard and Cheryl S. Ajirotutu); and (6) "Black Supplementary Schools: Spaces of Radical Blackness" (Diane Reay and Heidi Safia Marza). Part 3, "Reflections on Social Exclusion and Inclusion," includes: (7) "The Exclusion of Black Children: Implications for a Racialized Perspective" (Richard Majors, David Gillborn, and Tony Sewell); (8) "Educational Psychologists and Black Exclusion: Towards a Framework for Effective Intervention" (Karl Brooks and Denny Grant); and (9) "Black Exclusions in a Moral Vacuum" (Richard Harris and Carl Parsons). Part 4 "Rites of Passage, Manhood Training and Masculinity Perspectives," includes: (10) "Enhancing Achievement in Adolescent Black Males: The Rites of Passage Link" (Keith Alford, Patrick McKenry, and Stephen Gavazzi); (11) "An After-School Manhood Development Program" (Aminifu R. Harvey); (12) "Black Boys at School: Negotiating Masculinities and Race" (James Earl Davis); and (13) "Black Boys and Schooling: An Intervention Framework for Understanding the Dilemmas of Masculinity, Identity and Underachievement" (Tony Sewell and Richard Majors). Part 5, "Mentoring and Education," includes: (14) "Mentoring Black Males: Responding to the Crisis in Education and Social Alienation" (Richard Majors, Vincent Wilkinson, and William Gulam); and (15) "School Based Mentoring for Minority Youth: Program Components and Evaluation Strategies" (Teresa Garate-Serafini, Fabricio E. Balcazar, Christopher B. Keys, and Julie Weitlauf). (Papers contain references.) (SM)

ED 464 180   UD 034 954

Loveless, Tom, Ed.
The Great Curriculum Debate: How Should We Teach Reading and Math?
PUB DATE- 01
NOTE- 360p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Academic Standards; *Curriculum Development; Educational Change; Elementary Secondary Education; *Mathematics Instruction; Politics of Education; Reading Difficulties; *Reading Instruction

This collection of papers focuses on the public conflict that surrounded the debate over reading and mathematics education in resulting disparities between school segregation levels and residential differentiation can be explained. Researchers used a segregation index, which computed the strict exchange proportion of disadvantaged students who would have to move between schools or districts in order for there to be no segregation by disadvantage. Data came from the number of children qualifying for free school meals for every secondary school in England in the years 1989-99. Overall, the relationship between levels of residential differentiation and school segregation was relatively strong. There was great variation in the significance of this relationship across LEAs. Schools were becoming more socially divided, mainly because of the socially divided nature of housing. (Contains 49 references, 13 figures, and 4 tables.) (SM)

ED 464 198   UD 034 993

Taylor, Chris; Gorard, Stephen; Fitz, John
Segregation between Schools and Levels of Analysis: The Modifiable Areal Unit Problem. Measuring Markets: The Case of the ERA 1988. Working Paper.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Competition; Disadvantaged Youth; *Educational Research; Foreign Countries; *Free Enterprise System; School Choice; Secondary Education; Socioeconomic Influences; *Socioeconomic Status
IDENTIFIERS- England; Wales

This paper reviews the use of a segregation ratio in analyzing changes in the pattern of socioeconomic segregation between schools in England and Wales, addressing how the modifiable areal unit problem affects results. Researchers are developing methods for assessing socioeconomic stratification among school admissions and for comparing those across time and place. The best measure shows that school admissions have become more even since 1988. While there are variations in levels of change between areas of England and Wales, findings are consistent at all levels of aggregation, from school to national. The remaining problems are whether the precise definition of the area of analysis affects the results, whether researchers should use economic and administrative borders, and whether it would make any difference if researchers used natural markets or approximate areas of competition for each school. This paper examines the effects of the modifiable areal unit problem on the segregation index and segregation ratio, concluding that using different levels of analysis in calculating the segregation ratio actually focuses on different segregation levels. Therefore, differences between them are equally valid and informative. However, in the case study examples, year-to-year changes are similar no matter what levels of analysis are used. (Contains 15 references, 7 figures, and 4 tables.) (SM)

ED 464 199   UD 034 994

Fitz, John; Taylor, Chris; Gorard, Stephen; White, Patrick
Local Education Authorities and the Regulation of Educational Markets: Four Case Studies. Measuring Markets: The Case of the ERA 1988. Occasional Paper.
SPONS. AGENCY- Economic and Social Research Council, Lancaster

middle level schools' response to young adolescents' developmental characteristics. (Contains 110 references.) (HTH)

ED 463 904 PS 030 354

Neuman, Susan B.; Copple, Carol; Bredekamp, Sue
Learning To Read and Write: Developmentally Appropriate Practices for Young Children.
PUB DATE- 00
NOTE- 139p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; Beginning Writing; *Developmentally Appropriate Practices; *Emergent Literacy; *Literacy Education; Position Papers; *Reading Instruction; *Writing Instruction; Young Children
IDENTIFIERS- International Reading Association; National Association Educ of Young Children; Phonological Awareness; Print Awareness

The issues of how and when to teach young children to read and write are sufficiently important and controversial that two professional organizations International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC), collaborated on a position statement, based on what is currently known from empirical study about early reading and writing as well as on current issues and concerns. This book for teachers and caregivers explains the IRA/NAEYC position statement and offers guidance for developmentally appropriate teaching practices. The first section of the book presents the approved position statement of the IRA and NAEYC. The second section, "Readers and Writers in the Making," conveys the gist of the position statement with respect to instruction, using photographs in conjunction with a summary of effective teaching practices. This section is organized into eight major themes: (1) "The Power and Pleasure of Literacy"; (2) "The Literate Environment"; (3) "Language Development"; (4) "Building Knowledge and Comprehension"; (5) "Knowledge of Print"; (6) "Types of Text"; (7) "Phonological Awareness"; and (8) "Letters and Words." The third section of the book, "Ensuring Children's Reading and Writing Success," consists of three parts: (1) "Informing Instruction in Reading and Writing," considering assessment in this area; (2) "Making It Happen," outlining the policies and resources needed to support effective practice; and (3) "Frequently Asked Questions." A glossary, reference list, and list of resources for teachers conclude the book. (HTH)

ED 463 905 PS 030 357

Fathering and Family Processes Roundtable, Summary (Oakland, California, October 19-20, 2000).
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Custody; Definitions; Family Relationship; *Fathers; Mothers; *Parent Child Relationship; Parent Participation; *Public Policy; *Research Needs

In October of 2000 more than 30 researchers, policymakers,

Program.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Alaska Natives; American Indian Education; *Child Development; *Child Rearing; Culturally Relevant Education; *Parent Education; *Preschool Children; Preschool Education
IDENTIFIERS- Haida (Tribe); Tlingit (Tribe)

Family Feathers is a set of 18 videotapes for parents of preschool children, created by the Alaska Native Home Base Video Project of the Tlingit and Haida Head Start Program. This series offers culturally relevant solutions to the challenges of parenting, drawing on practical advice from Tlingit and Haida parents, wisdom from elders, and some of the best current research on how preschool children grow and develop. The videos are designed to be used in facilitated group settings or during home visits by an early childhood specialist. A workbook of activities extends the ideas and issues brought up in each video. The 18 videotapes are: Creative Development; Culture and Heritage; Family; Fostering Leadership; Guidance and Discipline; Home & Community Safety; Juggling It All; Literacy; Math, Science and Language Development; Multigenerational Grief; Nutrition; Physical & Dental Health; Preschool and Early Childhood Education; Social Development; Special Needs; Stressful Times; The Natural Classroom; and Using Well What Is at Hand. Running times range from 22 to 32 minutes each. The videos are close-captioned for the hearing impaired. (SV)

ED 463 923 RC 023 455

Parent's Journal. Videotape Series .
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 0p.; Produced by RXL Pulitzer. Distributed by Central Council Tlingit and Haida Indian Tribes of Alaska Head Start.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Alaska Natives; American Indian Education; *Child Development; *Child Rearing; Culturally Relevant Education; Infant Care; *Infants; *Parent Education; Pregnancy; Preschool Education; *Toddlers; Videotape Recordings
IDENTIFIERS- Haida (Tribe); Tlingit (Tribe)

Parent's Journal is a set of 16 videotapes for parents of prenatal, infant, and toddler-age children, created by the Alaska Native Home Base Video Project of the Tlingit and Haida Head Start Program. This series offers culturally relevant solutions to the challenges of parenting, drawing on the life stories and experiences of capable mothers and fathers, practical advice from parents and professionals, the wisdom of elders, and the traditional values of the Tlingit and Haida Indians of southeast Alaska. The videos are designed to be used in facilitated group settings or during home visits by an early childhood specialist. A workbook of activities extends the ideas and issues brought up in each video. The 16 videotapes are: A Friendship with Head Start; Baby's First Year: Growth and Development; Breastfeeding Is Best; Childbirth and Newborn Care; Childcare for Babies and Toddlers; Creativity: Every Child's Gift; Every Child Is Special; It All Begins with the Brain; It Takes Two: The Importance of Father Involvement in Toddler Care; Language, Literacy and Culture; Pregnancy and Childbirth; Preventing and Prevailing: The Challenges of Fetal Alcohol Syndrome; Seeds of Respect: Guidance and Discipline; Teenage Parenting; Toddler Care; and Toddler Development.

the same motivations and educational needs as others participating in outdoor recreation activities. By using assistive devices and some additional planning, boating, fishing, and stewardship education programs can become inclusive and provide benefits to all segments of the population. Exemplary programs are identified, and research recommendations are discussed. (Contains 41 references.) (TD)

ED 463 941 RC 023 498

Vos, Kathleen E.
Recommended Educational Practices for Youth Environmental Education from a 4-H Youth Development Perspective.
PUB DATE- 01
NOTE- 18p.; In: Defining Best Practices in Boating, Fishing, and Stewardship Education; see RC 023 490.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Active Learning; *Adult Child Relationship; Community Programs; Conservation (Environment); *Curriculum Development; Educational Practices; Environmental Education; *Experiential Learning; Extension Education; Nonformal Education; *Outdoor Activities; *Recreational Activities; *Youth Programs
IDENTIFIERS- Boating; Fishing; *4 H Programs

Key concepts about best practices of curriculum design and program development for outdoor youth programs are discussed. These include: agreeing on curriculum criteria and coming to consensus on a balance between content and process skills; using experiential teaching modes; and pursuing youth-adult partnerships for community change. There is not a wealth of materials on boating, fishing, and environmental stewardship available in the national 4-H curriculum collections, but many states and counties are using local materials. This presents a key opportunity for partnerships to evolve. Researchers need to engage youth and adults in research-related activities defining best practices in: implementing youth-adult partnerships in diverse communities; engaging community-based youth-adult partnerships in creating their own experiential-based curricula; implementing interactive technology-based learning in community organizations; defining strategies for a community-youth development framework that creates community change; and developing an international version of this framework. Nonprofit organizations could work with youth development researchers and practitioners to create a sustainable grassroots movement that mobilizes youth and adult partners to conserve and restore our nation's aquatic natural resources by getting involved in boating and fishing. This lofty goal combined with integrating research and practice on youth-adult partnerships, experiential learning strategies, and the community youth development movement will help develop a sustainable learning community that brings about lasting change in how communities deal with issues related to boating, fishing, and environmental stewardship. (Contains 28 references.) (TD)

ED 463 942 RC 023 499

McDonnell, Janice D.
Best Practices in Marine and Coastal Science Education: Lessons Learned from a National Estuarine Research Reserve.
PUB DATE- 01

research are published by the National Science Teachers Association (NSTA) in the domains of environmental toxicology, watershed dynamics, biodegradation, and the ecology of invasive species. The first of these publications, "What's the Risk?" was published in 2001 and includes bioassay protocols for assessing the toxicity of substances. Secondary school science students can post the results of their bioassays on a Web server and participate in a process of anonymous peer review and "publication" of their research. Teachers and secondary students who have participated in the process reported finding it interesting and useful; however, we recognized that many teachers are unfamiliar with both the underlying science (toxicology) and the process and importance of peer review in scientific method. In Spring 2001, the protocol and peer review process was pilot tested with prospective science teachers in a secondary science methods course at Penn State, using a companion Web site set up specifically for college-level students. The results of that pilot test suggested that the research and peer review protocols could be adapted for use by introductory level college science students, including prospective science teachers. This paper reports the results of a multi-site expansion and test of that pilot work, undertaken in Fall 2001. (Author)

ED 463 968 SE 066 014

McGinnis, J. Randy
The Uses of Teacher-Written Cases in the Maryland Collaborative for Teacher Preparation, a Reform-Based Specialist Mathematics and Science Teacher Preparation Program.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 02
NOTE- 32p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 6-10, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Data Interpretation; Elementary Secondary Education; *Mathematics Education; *National Standards; *Preservice Teachers; Program Evaluation; Research Methodology; *Science Education
IDENTIFIERS- Maryland

This paper reports on the use of teacher-written "cases" as evaluation data sources. Cases are first hand, candid, dramatic, highly readable accounts of events or a series of events in teaching. Eight teaching cases were collected which had been written by new teachers who graduated from the Maryland Collaborative for Teacher Preparation (MCTP), a reform-based specialist mathematics and science teacher preparation program. In these teacher-written cases, the new teachers identified and discussed the successes and the dilemmas they faced when they attempted to introduce into their schools instructional practices consistent with the recommendations in the national science education reform movement. Contemporary purposes for evaluation include: evaluation for accountability (measurement of results or efficiency); evaluation for development (information collected to strengthen institutions); and evaluation for knowledge (acquisition of a more profound understanding in some specific area or field). The MCTP cases were analyzed holistically and through the use of analytic induction. The findings were categorized by the goals of the MCTP. It was concluded that teaching cases can be used for all between New York City and Albany (New York). In 1895, Frederick Vanderbilt, grandson of Commodore Cornelius Vanderbilt, built his country estate overlooking the Hudson River in Hyde Park (New York). With more than 600 acres of landscaped property and a palatial Beaux Arts mansion, the estate came to symbolize the enormous wealth accumulated by a privileged few during the Gilded Age. This lesson plan is based on the National Register of Historic Places registration file for the Vanderbilt Mansion National Historic Site and other source materials. The lesson can be used in U.S. history, social studies, and geography courses in units on the Gilded Age or the nation's industrial and economic growth. The teacher materials section provides general information, gives educational objectives for students, discusses visiting the site, lists supplementary resources, and describes how to use the lesson plans. The student materials section includes: "Getting Started"; "Photograph Analysis Worksheet"; "Setting the Stage"; "Locating the Site" (Maps: New York State and surrounding region, Vanderbilt Mansion National Historic Site); "Determining the Facts" (Readings: Vanderbilt Family Beginnings, Vanderbilts' Hyde Park Mansion, Vanderbilts as Philanthropists); "Visual Evidence" (Photos: six photos with various views of the Vanderbilt mansion); and "Putting It All Together" (Activities: How the Other Half Lived, Researching Personalities from the Gilded Age, Philanthropy in the Local Community). (BT)

ED 463 990 SO 032 716

Bassett, Thomas J.; Scheven, Yvette
Maps of Africa to 1900: A Checklist of Maps in Atlases and Geographical Journals in the Collections of the University of Illinois, Urbana-Champaign.
PUB DATE- 00
NOTE- 333p.; Funded by Robert B. Downs Publication Fund No. 9, University of Illinois Library.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131),Reference Materials - Geographic Materials (133)
DESCRIPTORS- *Atlases; Cartography; Check Lists; Foreign Countries; *Geographic Regions; Geography; *Library Collections; *Maps
IDENTIFIERS- *Africa; *University of Illinois Urbana Champaign

The University of Illinois, Urbana-Champaign (UIUC) Library, the third largest academic library in the United States, houses one of the best Africana map collections in the United States. This checklist is intended to provide scholars and other map users with sufficient information to locate and examine maps of Africa in the UIUC Library. The checklist may also be useful to map librarians and educators who wish to compare their collections or references with the University's holdings. The cartobibliographical information contained in both the map entry and the bibliography of atlases at the end of the volume should be particularly helpful for cross-referencing. The checklist can also be used by individuals searching for pre-twentieth century maps of other world regions because most of the atlases contain maps of Europe, Asia, and the Americas. The maps are organized geographically following the regional classification used by the Library of Congress. Maps are listed chronologically within each geographical division by date and alphabetically by authority. Following a preface and an introduction, the checklist is divided into five sections: "Organization of Checklist"; "Maps by Region" (Continent; North; Eastern; Southern; Central; West; Islands);

(022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Elementary Secondary Education; Models; Poetry; *Primary Sources; Printing; Social Studies; *United States History

IDENTIFIERS- *American Memory Project (Library of Congress); Historical Materials; Timelines

This publication contains classroom-tested teaching ideas. For grades K-4, "'Blessed Ted-fred': Famous Fathers Write to Their Children" uses American Memory for primary source letters written by Theodore Roosevelt and Alexander Graham Bell to their children. For grades 5-8, "Found Poetry and the American Life Histories Collection," teachers find the interviews in the American Life Histories to be rich resources for creating poetry. For grade 9-12, "Using the American Memory Timeline to Learn about Civil War and Reconstruction, 1861-1877" provides a model for how the American Memory Timeline can be used in U.S. history classes the model is adaptable to any era covered in the timeline. In the feature article, "Evaluating Historical Sources," James R. Giese reminds teachers to consider issues of reliability, bias, and accuracy as they teach students to use primary sources. The "Tech Tip" section contains "Printing Documents for Offline Use by Students." (BT)

ED 464 014 SO 033 778

Singleton, Laurel R., Ed.

Examining Material Culture through American Memory.

PUB DATE- 02

NOTE- 22p.; Theme issue. Formerly known as "American Memory Electronic Newsletter." Photographic images may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Elementary Secondary Education; Metaphors; Photographs; Popular Culture; *Primary Sources; *Public History; Social Studies; *Teacher Developed Materials; *United States History

IDENTIFIERS- American Memory Project (Library of Congress); Quilts; Technology Integration

This publication contains teaching ideas generated by classroom teachers. For grades K-5, newsletter editor Laurel R. Singleton explains how students can explore the quilt as a metaphor used in literature to represent American values and ideals (the lesson is adaptable for all age groups). For grades 5-8, social studies teacher Claire McCaffery Griffin has students examine play scripts, baseball cards, sheet music, and more. For grades 9-12, teachers Charlie Flanagan and Nancy Fitch describe how they use American Memory to teach about the 1876 Philadelphia Exposition as public history. In the feature article, "Using an Ansel Adams Photograph of Manzanar as a Primary Source," historian/educator Laura Mitchell models the careful analysis of Adams's photograph of the maternity ward at Manzanar's (California) hospital, a health facility at a World War II Japanese internment camp. The "Tech Tip" section contains "When Things Go Wrong." (BT) motivation to participate in collegial governance, interest in further learning about governance, information obtained, and demographics. Results indicated that participants considered the FDD successful. They left with basic tools for participating effectively in faculty governance. Most reported improved attitudes about participating in faculty governance and agreed that the Faculty Senate was a step forward in university governance. Faculty members were optimistic about the Faculty Senate establishing a good working relationship with the university administration. Respondents mentioned the need for a culture of continuous improvement and ethics at the university. The faculty wanted to continue professional development in governance as well as in other areas. Two appendixes present a description of the feedback plan/design, instruments, data analysis and interpretation and limitations and detailed tabulations or analyses of quantitative data and transcripts or summaries of qualitative data. (SM)

ED 464 037 SP 040 589

Marks, Arlen C.; Wright, Robert J.
Defining Intrinsic and Extrinsic Motivators of Continuing Professional Education.
PUB DATE- 02
NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Sarasota, FL, February 28, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *Continuing Education; Elementary Secondary Education; *Faculty Development; Higher Education; *Incentives; Inservice Teacher Education; *Self Motivation; Surveys; Teacher Attitudes; Teacher Improvement; Teacher Participation
IDENTIFIERS- *Self Report Measures

This study developed a valid self-report survey instrument to reliably identify intrinsic and extrinsic motivators that would engage classroom teachers in continuing professional education activities. Intrinsic and extrinsic motivators were identified from research in the areas of adult learning and professional development. Further qualitative data were collected through a group interview activity with a graduate class. Draft items were sent to a nationwide group of professional staff developers for revision. The revised instrument was pilot tested with 148 teachers. Survey responses were used to statistically analyze instrument validity and reliability. Upon concluding that the instrument was valid and reliable, 149 Pennsylvania school principals were invited to participate in the study. Principals of 32 schools requested 1,795 surveys for distribution to teachers. The survey instrument was field-tested in 20 demographically diverse school districts. Results supported the value of designing continuing professional education with thoughtful inclusion of intrinsic motivators (inviting teachers to assess their own professional needs within the framework of their school's mission and goals). Results found that teachers of all instructional levels and years of experience engaged at the highest level when their ongoing education had direct application to their classroom assignment. (Contains 14 references.) (SM)

ED 464 038 SP 040 590

lowest beginning salaries. (SM)

ED 464 057 SP 040 653

Ackerman, Richard H.; Maslin-Ostrowski, Pat
The Wounded Leader: How Real Leadership Emerges in Times of Crisis. The Jossey-Bass Education Series.
PUB DATE- 02
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Responsibility; Elementary Secondary Education; *Instructional Leadership; Personal Narratives; *Principals; *Story Telling; Teacher Administrator Relationship
IDENTIFIERS- Healing

This book seeks to understand how school leaders cope with and respond to significant dilemmas in their practice and what the experience means to them. It is based on stories from conversations with self-described wounded leaders. By their accounts, these experiences are the kind that wound to the core (what some leaders call their integrity or identity). In these stories, leaders struggle to make sense of their wounding experiences. The first part of the book sets the stage for leadership wounding, describing chronic tensions that characterize school life and create a host for wounding, presenting three core understandings that form the foundation of the book, and describing the meanings of wounding as imbedded in the realms of mythology, medicine, and the person. The second part relates the stories of self-described wounded educational leaders. The third part explores questions raised in the stories and particular lessons learned, discussing the place of story in leadership. It examines the wounded leader as a wounded storyteller, addressing the implications of wounding for leadership preparation and professional development and offering hope for finding a "cure" for leadership wounding in the future. Two appendixes present research methodology and a case story. (Contains 123 references.) (SM)

ED 464 058 SP 040 654

Maia, Nelly Aleotti
Accountability in the International Arena: Stories from Five Countries.
PUB DATE- 02
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Elementary Secondary Education; Foreign Countries; Government Role; Government School Relationship; Higher Education; Partnerships in Education; Private Schools; Public Education
IDENTIFIERS- *Brazil

This paper discusses accountability in Brazil's education system. The first section presents facts about Brazil's size, population, geographical features, and culture, and it briefly outlines Brazil's educational system. In Brazil, basic education through junior high school is compulsory. There are

North Carolina and Florida lead the nation in total number of teachers with National Board for Professional Teaching Standards (NBPTS) certification. About 71 percent of all NBPTS certificates were awarded to teachers in Southern Regional Education Board (SREB) states in 2000-01. Seven SREB states were among the top 10 states in number of teachers earning NBPTS certification in 2000-01. Between 1999-00 and 2000-01, Georgia had one of the largest increases in the number of certificates awarded, from 51 to 310. South Carolina surpassed the governor's goal of having 500 teachers with NBPTS certification by 2002. National certification was awarded to 928 South Carolina teachers in 2000-01. Most SREB states encouraged teachers to attain NBPTS certification by offering salary bonuses or funding for examination fees. Legislative actions in 2001 in SREB states included: Arkansas teachers received raises in initial and annual bonuses; Louisiana school administrators who earned NBPTS certification as teachers were allowed to continue receiving annual bonuses of $5,000; and Alabama increased by 30.8 percent its spending for teachers who pursue or have earned NBPTS certification. As of November 2001, there were over 16,000 U.S. teachers with NBPTS certification, 10,448 in SREB states. A table presents SREB state data on NBPTS certification. (SM)

ED 464 078   SP 040 694

Brown, Dave F.
Becoming a Successful Urban Teacher.
PUB DATE- 02
NOTE- 255p.; Foreword by Eugene Garcia.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Beginning Teachers; Classroom Environment; *Culturally Relevant Education; Curriculum Development; Diversity (Student); Elementary Secondary Education; Evaluation Methods; Limited English Speaking; Parent Teacher Cooperation; Student Behavior; Student Evaluation; Teacher Administrator Relationship; Teacher Competencies; Teacher Expectations of Students; Teacher Responsibility; Teacher Student Relationship; Teaching Methods; Teaching Skills; *Urban Schools; *Urban Teaching

This book shares the stories of 13 successful urban teachers who offer advice on effective instructional strategies, gaining students' cooperation, managing the classroom, and developing curricula that match students' interests and academic levels. Ten chapters are: (1) "Why Teach in an Urban School?" (the lives of urban teachers and what urban communities are like); (2) "Rethinking Your Culture of Education" (e.g., culturally responsive teachers' beliefs and assessing cultural expectations); (3) "The First Year of Urban Teaching" (e.g., first-year challenges and changing for the better); (4) "Creating a Positive and Productive Learning Environment" (e.g., challenges urban teachers face and establishing behavioral expectations); (5) "Choosing Appropriate Curricula" (e.g., the real meaning of curriculum and involving students in determining curriculum); (6) "Responsive Instruction" (e.g., encouraging risk-taking and instructional needs of diverse learners); (7) "Language Considerations in Instructional Processes" (e.g., culturally responsive instructional communication and communicating with second language learners);

DESCRIPTORS- Distance Education; Effect Size; *Graduate Students; Graduate Study; Higher Education; Nontraditional Education; *Online Systems; *Statistics; Teaching Methods

This study compared the effectiveness of traditional teaching, electronic mail (e-mail), and combination approaches for teaching graduate introductory statistics classes. The e-mail courses that are the focus of this study were offered in the fall terms of academic years, 1997 through 2000 by the same instructor. All sections incorporated the use of a computer for data analysis. There were 41 participants in the traditional classes, 20 in the electronic-only classes, and 28 using both methods. In all classes, the majority of students were white females. Twenty-item multiple-choice pre-tests and post-tests on basic statistical topics were given. An analysis of covariance (ANCOVA) was run using post-test scores as the response variable and pre-test scores as the covariate. The ANCOVA technique involves features of both the analysis of variance and regression, so assumptions for both were tested. Normality and homoscedasticity across all groups were verified. Homogeneity of regression was observed in scatter plots of pre-test scores versus post-test scores and their trend lines by treatment and control groups. The test indicated that the null hypothesis of no statistically significant difference among the traditional, electronic, and combined classes scores could not be rejected at the 0.05 level. The effect size (f=0.16) was small. The paper concludes that offering the course by any of these three approaches seemed neither to help nor hinder the performance of students to the extent measured by the multiple-choice tests. The course syllabus is attached. (Contains 29 references.) (SLD)

ED 464 099 TM 033 780

Blendinger, Jack; Wells, Lauren R.
Investigating the Success for All Reading Program.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Elementary Education; *Evaluation Methods; Interviews; *Program Evaluation; *Reading Programs; Research Design; *Research Methodology; Rural Schools
IDENTIFIERS- *Success for All Program

This paper presents a multifaceted approach for investigating the impact of the Success for All (SFA) program on children's reading proficiency. The approach advocated features case study research and uses document analysis, structured observation, interviews, and questionnaires to collect data. The research design was successfully field tested in two Mississippi elementary schools, one in a rural community and one in a university community. Strategies presented in this paper can be used by experienced or novice researchers to study the SFA reading program in an elementary school. Student and teacher questionnaires are attached. (Author/SLD)

ED 464 100 TM 033 781

Onwuegbuzie, Anthony J.; Daniel, Larry G.; Roberts, J. Kyle
A Proposed New "What If Reliability" Analysis for Assessing the

DESCRIPTORS- *Academic Achievement; Advanced Placement;
Depression (Psychology); Economic Factors; *High School
Students; High Schools; Parent Child Relationship; *Prediction;
Rural Youth; School Demography; Time Management; Urban Youth
IDENTIFIERS- *Psychosocial Factors

This study examined the effect of specified demographic and psychological variables on the academic achievement of high school students from urban and rural settings (n=177). Psychosocial variables considered in this study were familism (perceived closeness of the family), perceived discrimination, time management, and home and school factors. Results provide information on the predictive factors associated with academic achievement among high school students (R square=.32). The significant psychosocial predictors were advance program placement, economic condition, time management (i.e., as related to studying or doing homework), depression scale, parent-child conflict scale, and school location. Support for continued use of measures of psychosocial factors in the study of predictors of academic achievement was established. Implications for theory, practice, and future research are discussed. (Contains 2 tables and 47 references.) (Author/SLD)

ED 464 120 TM 033 801

Schafer, William D.
A State Perspective on Multiple Measures in School Accountability.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.
PUB DATE- 02
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2-4, 2002). Funded under a contract to the Maryland Assessment Research Center for Education Success.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Achievement Tests; Elementary Secondary Education; Norm Referenced Tests; *State Programs; *Test Use; *Testing Programs
IDENTIFIERS- *Comprehensive Tests of Basic Skills; *Maryland; School Performance Indicators

Multiple measures may mean multiple opportunities to show achievement or the use of multiple assessment formats. A third meaning is the use of assessments from different sources, such as augmenting an external, usually commercial assessment with a state's own assessment. The first two meanings of multiple assessments have been explored extensively; the third has not. This paper explores the third by considering the use of a series of assessments from different sources in a statewide school assessment and accountability program. The two most important considerations in this type of multiple assessment are domain coverage, sometimes called alignment, and credibility. In Maryland, decisions about schools are based on the School Performance Index (SPI), and it has been suggested that incorporating the nationally norm-referenced Comprehensive Tests of Basic Skills (CTBS/5) into the SPI would broaden the scope of the index and its credibility. An analysis of the issues that seem most pertinent was performed, considering these issues: (1) reliability; (2) alignment; (3) efficiency; (4) equivalence of performance standards; (5) clarity; (6) control over content; (7) security; (8) accommodations; (9) trend interpretation; and (10) cost. Exploration of these areas seems to argue against incorporating the CTBS/5 into the SPI, although the test might be useful as part of a developed significance tests were presented in 4, 9, 16, and 18 texts, respectively. Problems with the way in which ES statistics were presented were identified, including the failure to distinguish between ES parameters and statistics, the use of conceptually uninformative cookbook formulas, and the lack of agreement on how to calculate specific ES statistics. Problems with the ways in which authors discussed the interpretation of the magnitude of the ES statistics were also identified, including the over-reliance on rules of thumb. (Contains 3 tables and 66 references.) (Author/SLD)

ED 464 141 TM 033 824

Mink, Deborah V.; Fraser, Barry J.
Evaluation of a K-5 Mathematics Program Which Integrates Children's Literature: Classroom Environment, Achievement and Attitudes.
PUB DATE- 02
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Childrens Literature; Elementary Education; *Elementary School Students; *Integrated Activities; *Mathematics Instruction; Professional Development; *Program Implementation

This paper describes a 1-year study of 120 fifth-grade students whose teachers participated in a program entitled Project SMILE (Science and Math Integrated with Literary Experiences). The purpose of the study was to determine the extent to which the classroom implementation of Project SMILE positively influenced the classroom environment and student attitudes toward reading, writing, and mathematics. This was accomplished by, first, facilitating a series of five professional development workshops with the teachers and, subsequently, asking these teachers to use the strategies with their students. Because the program on which SMILE was based, Creating Independence through Student-Owned Strategies (Project CRISS), had already proven to be successful nationwide for secondary students, this study focused on elementary school (K-5) students and their teachers. Six classes of fifth grade students participated, but only 120 of the original 180 completed all aspects of the study. Project SMILE proved successful with these students in terms of promoting positive attitudes toward mathematics and creating positive changes in classroom environment and in using children's literature to empower students to learn mathematical concepts. (Contains 2 figures, 5 tables, and 34 references.) (SLD)

ED 464 142 TM 033 825

de la Torre, Jimmy; Patz, Richard J.
A Multidimensional Item Response Theory Approach to Simultaneous Ability Estimation.
PUB DATE- 02
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2-4, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

than did people who did not have children in AISD schools. Children from lower socioeconomic status and minority group families were more likely to attend schools in AISD than children from higher socioeconomic status and white families. There was widespread perception that racial tensions existed among various ethnic groups in Austin schools. African Americans were the most alienated from AISD and the most critical of educational quality and distribution of resources. An appendix lists policy research project interviewees. (SM)

ED 464 161 UD 034 929

Fremstad, Shawn
Immigrants and Welfare Reauthorization. Revised.
PUB DATE- 02
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Welfare; Educational Attainment; *Eligibility; Federal Government; *Immigrants; Limited English Speaking; Poverty; *Welfare Recipients; Welfare Reform; Welfare Services
IDENTIFIERS- Medicaid; Temporary Assistance for Needy Families

Until the 1996 welfare law (which conditioned eligibility on citizenship status) was passed, legal immigrants were generally as eligible for public benefits as citizens. The immigrant restrictions have proven to be extremely controversial. In 1997, Congress restored Supplemental Security Income to most immigrants who were already in the country when the law was enacted. In 1998, it restored food stamp eligibility for immigrant children and elderly and disabled people who had been here before August 1996. More than one in five low-income children in the United States now live in noncitizen families. Among immigrant adult welfare recipients, 69 percent do not have a high school diploma, as opposed to 37 percent of native-born recipients. Legislation to further restore benefits has been introduced in each subsequent Congressional session. Support for restoring benefits crosses ideological and partisan lines. This paper examines immigrant eligibility for benefits, which varies among federal programs; state government and judicial responses to immigrant restrictions; trends in welfare participation by immigrant households; increases in hardship and uninsurance; immigrants who remain eligible for the Temporary Assistance for Needy Families program; and options for welfare reauthorization (e.g., restore equal access to public benefits and improve employment outcomes for immigrants and people with limited English proficiency). Overall, the 1996 restrictions have negatively impacted low-income immigrant families and their citizen children. An appendix presents immigration basics (admission to the United States, naturalization, and major immigrant categories). (SM)

ED 464 162 UD 034 931

Barber, Jerry
Office of the State Comptroller, State of New York Letter to the Commissioner of Education and the Chancellor of New York City Board of Education: Follow-Up Review of "Monitoring Improvement Efforts of Schools with Low Standardized Test Scores" .
PUB DATE- 01
NOTE- 8p.; For the audit report, see ED 441 921.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

the 1990s. The 14 papers are: (1) "Introduction" (Tom Loveless); (2) "The Roots of the Education Wars" (E.D. Hirsch, Jr.); (3) "Mathematics Education: The Future and the Past Create a Context for Today's Issues" (Gail Burrill); (4) "Research and Reform in Mathematics Education" (Michael T. Battista); (5) "A Darwinian Perspective on Mathematics and Instruction" (David C. Geary); (6) "The Impact of Traditional and Reform-Style Practices on Student Mathematics Achievement" (Roger Shouse); (7) "Beyond Curriculum Wars: Content and Understanding in Mathematics" (Adam Gamoran); (8) "Good Intentions Are Not Enough" (Richard Askey); (9) "A Tale of Two Math Reforms: The Politics of the New Math and the NCTM Standards" (Tom Loveless); (10) "It Is Time To Stop the War" (Diane Ravitch); (11) "Preventing Reading Difficulties in Young Children: Precursors and Fallout" (Catherine E. Snow); (12) "Contemporary Reading Instruction" (Margaret Moustafa); (13) "Does State and Federal Reading Policymaking Matter?" (Richard L. Allington); and (14) "The Politics of the Reading Wars" (William Lowe Boyd and Douglas E. Mitchell). (Papers contain references.) (SM)

ED 464 181 UD 034 955

Jenkins, Stephen P.; Schluter, Christian
Why Are Child Poverty Rates Higher in Britain Than in Germany? A Longitudinal Perspective. Working Paper.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).; Anglo-German Foundation for the Study of Industrial Society, London (England).
PUB DATE- 01
NOTE- 42p.; Revised version of a paper presented at the Conference on Cross-National Comparative Research Using Panel Surveys, (Ann Arbor, MI, October 26-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Welfare; Cultural Differences; *Family Income; *Family Status; Family Structure; Foreign Countries; *Poverty; Welfare Services
IDENTIFIERS- *Germany; *United Kingdom

This study analyzed why child poverty rates were so much higher in Great Britain than in Western Germany during the 1990s, focusing on why child poverty exit rates were lower and child poverty entry rates were higher in Great Britain. Researchers used a form of decomposition analysis comparing cross-nationally the prevalence of events that triggered poverty (changes in household composition, household labor market attachment, and labor earnings) and the chances of making a poverty transition conditional on experiencing a trigger event. Results found that the latter type of difference was the most important for both poverty exits and poverty entries. The findings reflected differences between the German and British welfare states, with the German one providing a greater cushion against adverse events and better reinforcement of positive events. Differences in the prevalence rates of trigger events also played a role. A notable example was the greater risk of job loss in Great Britain compared to Western Germany. (Contains 29 references.) (SM)

ED 464 182 UD 034 959

Cherlin, Andrew J.; Fomby, Paula

(England).
PUB DATE- 01
NOTE- 48p.; Some figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Admission Criteria; *Admission (School); Case Studies; Educational Change; Educational Discrimination; Educational Policy; Foreign Countries; Free Enterprise System; *School Choice; Secondary Education
IDENTIFIERS- England; *Local Education Authorities (United Kingdom); Reform Efforts; Wales

This paper presents four case studies that are part of a larger study on admissions arrangements and impacts on school admissions for all local education authorities (LEAs) in England and Wales. It examines factors influencing the social composition of schools. A total of 23 LEAs completed interviews about their secondary school admissions arrangements. The four case study LEAs have significantly different market scenarios. Results show that recent national education policy has not been evenly implemented across LEAs. A combination of organizational, structural, and demographic factors have muted much of the potential impact of school reforms on school admissions. Normative patterns of school use have not been substantially affected by the market reforms or the administrative actions of LEAs. LEAs remain important arenas within which school choice operates because they define kinds of choice available to parents in their administrative boundaries. The Schools and Standards Framework Act has restored some power to LEAs to coordinate admissions across all admissions authorities within each LEA boundary. The case studies give an indication of the range of choice available to parents and show how this varies among LEAs. (Contains 19 references and 8 figures.) (SM)

ED 464 200 UD 034 995

Gorard, Stephen; Taylor, Chris
Specialist Schools in England: Track Record and Future Prospect. Measuring Markets: The Case of the ERA 1988. Occasional Paper.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 01
NOTE- 34p.; Some figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Admission Criteria; *Admission (School); *Diversity (Student); Educational Discrimination; Equal Education; Foreign Countries; Secondary Education; Socioeconomic Status
IDENTIFIERS- England; *Specialist Schools

This paper examines the impact of England's specialist school program on secondary school admissions, discussing the early impact of policies intended to create specialist schools on school composition. Specialist schools are given extra resources to develop best practices in one of four areas of expertise: arts, technology, sports, and language. It outlines the debate surrounding specialist schools, noting whether this program could lead to a two-tier education system. It also presents research on specialist schools and on the changing composition of secondary school admissions. After noting findings on school diversity, the paper considers the development of the specialist school program in terms of its practitioners, school leaders, and other specialists in the field of fathers and families gathered to convene the National Center on Fathers and Families (NCOFF) Roundtable on Fathering and Family Processes. Themes emerging from the roundtable discussion included: refining concepts of fatherhood and paternal involvement; a shift of focus to family processes; and incorporating cultural specificity into research, policy, and practice. This report synthesizes the discussion of these themes and their implications for policymaking. The first section of the paper includes summaries of the research papers presented, as well as discussants' and participants' commentaries. The second section describes the current and emerging issues relating to father poverty and social vulnerability that arose during the discussions; these issues include extending notions of family goals and culture, understanding gender roles and power dynamics, and incorporating culture, class, and race. The third section offers new directions for research, including relating research directly to policy and practice, and studying perceptions as outcomes, not just inputs. The fourth section explores the implications of the issues raised for policymaking. The final section describes lessons learned for educators, practitioners, and program designers. The report concludes with the Roundtable agenda and participant list. (HTH)

ED 463 906   RC 023 375

Nielsen, Marianne O.
The Impact of Colonialism on Leadership in Indigenous-Operated Justice Organizations: Some Preliminary Thoughts.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the Canadian Indigenous and Native Studies Association (CINSA) (Edmonton, Alberta, Canada, May 28-31, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; Administrator Role; *Agencies; *American Indians; Colonialism; *Community Services; Cultural Influences; Human Services; Institutional Environment; *Justice; *Leadership; Leadership Qualities; *Program Administration; Youth Programs
IDENTIFIERS- Tribal Courts

This paper examines aspects of leadership in four Canadian and U.S. organizations that provide justice-related services to Indigenous people, focusing on the influences of culture and colonial legacy on Indigenous leadership. Located in western Canada and the Southwest United States, the agencies provide culturally sensitive and knowledgeable services to Indigenous offenders and those at risk of offending and are key initiatives in Indigenous peoples' efforts to regain sovereignty. Services include youth crime-prevention programs, legal assistance, alternative sentencing advice, prisoner education, probation and parole programs, and after-care services such as substance abuse counseling. Following descriptions of their histories and services, the four organizations are analyzed with regard to four dimensions of leadership: (1) administrative structure and the leader's position within the organization; (2) organizational environment (demographic, economic, legal, political, technological, ecological, and cultural); (3) individual characteristics reflecting Indigenous leadership qualities; and (4) leader-subordinate relationship and leadership style. In

Running times range from 11 to 16 minutes each. The videos are close-captioned for the hearing impaired. (SV)

ED 463 924 RC 023 456

Brown, Rebecca
Welfare Reform in Indian Country: Current Trends and Future Directions.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; Department of Health and Human Services, Washington, DC.; Department of Labor, Washington, DC.; Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *American Indians; *Family Needs; Federal Programs; Geographic Isolation; High School Equivalency Programs; Higher Education; *Job Training; Program Evaluation; Rural Areas; Tribal Government; *Tribes; *Welfare Reform
IDENTIFIERS- Access to Services; Access to Technology; *State Tribal Relationship; *Temporary Assistance for Needy Families

The Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996 gave tribal governments new authority to structure and administer their own cash assistance, employment and training, child care, and child support enforcement programs. This "Issue Notes" describes some current characteristics of tribal Temporary Assistance for Needy Families (TANF) programs and emerging challenges in serving tribal members through tribal and state TANF programs. It also presents findings from recent studies on welfare reform's impact on tribal members and explores tribal issues likely to be raised during TANF reauthorization in 2002. While some tribes count tribal subsistence activities and participation in substance abuse treatment and counseling toward meeting their work requirement, nearly all tribes count education and job training as a work activity. Child care, transportation, and substance abuse and mental health services are the top three needs of tribal welfare recipients. Limited access to advanced telecommunications and technology and limited job creation and employment opportunities are also significant barriers to tribal self-sufficiency. Tribal issues likely to be raised during TANF reauthorization include a separate tribal TANF title of PRWORA, program funding levels and support services needs, economic development focus, employment and training program consolidation, time limit extensions and exemptions, expansion of allowable federal work activities, and performance bonuses. Strategies for collaboration among tribes, states, and public and private entities are discussed. (Contains 42 resource contacts and Web sites.) (TD)

ED 463 925 RC 023 457

Bensen, Robert, Ed.
Children of the Dragonfly: Native American Voices on Child Custody and Education.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 01
NOTE- 299p.

NOTE- 21p.; In: Defining Best Practices in Boating, Fishing, and Stewardship Education; see RC 023 490.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; Constructivism (Learning); *Educational Cooperation; *Educational Practices; Elementary Secondary Education; *Estuaries; *Experiential Learning; Interdisciplinary Approach; *Marine Education; *Professional Development; Program Descriptions; Relevance (Education)
IDENTIFIERS- *Learner Centered Instruction; New Jersey

The Jacques Cousteau National Estuarine Research Reserve (JC NERR) program has successfully capitalized on human fascination with the ocean by using the marine environment to develop interest and capability in science. The Institute of Marine & Coastal Sciences, as the managing agency of the JC NERR, makes its faculty, staff resources, and advanced technology available to educators and their students. With the selection of model science programs and the development of collaborative school projects and Internet connections, IMCS strives to make science education more exciting and relevant to current environmental policy issues. In designing and conducting K-12 educational programs, the reserve immerses the whole school in learning; provides sustainable professional development supported by the science community; utilizes a learner-centered, constructivist paradigm; uses the environment as an integrating context across disciplines and subject matter; uses evaluation to revise and improve the program; involves the community; and uses the Internet to enhance the program. With this approach, educators can replace arduous rote memorization exercises commonly associated with the study of science with first-hand experiences within the scientific and cultural resources of New Jersey. Encouraging scientists and educators to work together to spark interesting and meaningful science learning in the classroom helps students become better prepared not only as potential scientists, but also as informed decision makers and citizens. (Contains 15 references.) (TD)

ED 463 943 RC 023 500

Examining Education Programs Benefiting Native American Children. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce, House of Representatives, One Hundred Sixth Congress, First Session (July 20, 1999).
PUB DATE- 00
NOTE- 150p.; Appendices contain some small or broken text.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; Early Childhood Education; Educational Finance; Elementary Secondary Education; Federal Indian Relationship; Federal Legislation; *Federal Programs; Hearings; *Tribally Controlled Education
IDENTIFIERS- *Bureau of Indian Affairs Schools; Congress 106th; *Native Americans

A House subcommittee hearing received testimony on educational programs for Native American children, in the context of proposed reauthorization of the Elementary and Secondary Education Act, Title 9, Part A. Congressmen, representatives of the Bureau of Indian Affairs (BIA) and the National Indian Education Association, and American Indian educators and administrators presented oral and written statements. Topics three evaluation purposes (including the more novel use of generating knowledge, the traditional realm of research) as well as for other beneficial purposes. (MM)

ED 463 969 SE 066 015

McGinnis, J. Randy
Preparing Prospective Teachers To Teach Students with Developmental Delays in Science: A Moral Perspective.
SPONS. AGENCY- Maryland Univ., College Park. Dept. of Curriculum and Instruction.
PUB DATE- 02
NOTE- 39p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 6-10, 2002)
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Elementary Education; Ethics; Higher Education; *Individualized Education Programs; Middle Schools; Preservice Teacher Education; Preservice Teachers; *Science Education; *Special Needs Students

In the context of science, teachers reported reluctance to teach students with special needs, a university science teacher educator decided there was a need to conduct practitioner-research in an undergraduate, elementary/middle level teacher preparation program. Two courses were investigated. The first course was a general pedagogy course focusing on models and principles of teaching. This course was taught collaboratively by the science educator and a university special educator, and enrolled both general education majors and special education majors. The second course was an elementary/middle level science methods course that consisted of only general education majors. In both courses, the science teacher educator's goal was to assist threshold teachers (both general and special education majors nearing the completion of their teacher preparation programs) in developing the necessary competencies and perspective to meet the needs of their future students with disabilities, particularly those with developmental delays, in inquiry-based science classrooms. A strategy selected to achieve this goal was collaboration between the regular educator and a special educator. Collaboration was identified as especially helpful in planning and delivering effective science education to all students with disabilities. Another strategy selected was the use of a researcher-crafted scenario that depicted a student with a mental disability who had an Individualized Education Plan (IEP). Of particular interest to the science educator in both courses was to challenge by argument (ethically and morally) the cultural stigma of mental retardation as a possible reason for teachers' inclusion/exclusion decision making in the general inquiry-based science classroom. This study brings theory and practice together in praxis. Of paramount interest is an examination of the interrelations of theory, pedagogy, and the struggle for social justice. (MM)

ED 463 970 SE 066 016

Science and Engineering Indicators, 2002. Volume 1.
PUB DATE- 02
NOTE- 492p.; Accompanying CD-ROM not available from ERIC.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.

"Bibliography of Atlases"; "Bibliography of Geographical Journals"; and "Indexes" (Authority Index; Title Index; Inset Maps). (BT)

ED 463 991 SO 033 238

Indiana Academic Standards for Social Studies.
PUB DATE- 01
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Anthropology; Civics; Economics; Elementary Secondary Education; Geography; History; Political Science; Postsecondary Education; Psychology; *Public Schools; *Social Studies; Sociology; *State Standards
IDENTIFIERS- *Indiana; Scope and Sequence

This publication presents Indiana's Academic Standards for K-8 social studies grade-by-grade and organized into five content areas: (1) history; (2) civics and government; (3) geography; (4) economics; and (5) individuals, society, and culture (psychology, sociology, and anthropology). For instructional purposes, the content knowledge should be integrated with skills for research, inquiry, and participation. A brief scope and sequence model outlines a focus for each grade. It presents high school standards for required and high-enrollment courses, including: World history/civilization, world geography, U.S. history, U.S. government, economics, psychology, and sociology. World history/civilization, world geography, and economics are expected courses for most students, particularly for students pursuing post-secondary education through Indiana's Core 40 and Academic Honors programs. Psychology and sociology are noted as high-enrollment elective courses. Academic standards for the high school courses are organized according to structure of the discipline or subject area. (BT)

ED 463 992 SO 033 423

Christesen, Mirka
Character Kaleidoscope: A Practical, Standards-Based Resource Guide for Character Development.
PUB DATE- 00
NOTE- 162p.; Produced with Susan Wasilewski.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Class Activities; Classroom Techniques; Elementary Education; *Ethical Instruction; Fine Arts; Language Arts; Learning Activities; Mathematics; Middle Schools; Sciences; Social Studies; Student Educational Objectives; Teacher Role
IDENTIFIERS- *Character Development; *Character Education

This resource guide shares a practical, methodical approach to the introduction of character education into the classroom. The guide contains a set of 17 practice-proven lesson plans that focuses on one of the tasks of modern education. It gives special attention to the integration of character education with language arts and the fine arts. It also provides practical suggestions regarding the integration of character education with mathematics, social studies, science, music, and physical education. The guide includes 13 chapters: (1) "In Favor of Character Education in Schools"; (2) "Teacher

ED 464 015 SO 033 779

Lelyuk, Julia
A Rooster and a Bean Seed. Active Learning Lessons. Economics International.
PUB DATE- 02
NOTE- 14p.; For additional "Active Learning Lessons," see SO 033 780-786.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Curriculum Enrichment; *Economics; *Economics Education; Elementary Education; *Social Studies; Student Educational Objectives
IDENTIFIERS- *Economic Concepts; National Standards Project in Economics

This lesson plan was developed through "Economics International," an international program to help build economic education infrastructures in the emerging market economies. It provides a description of the lesson; appropriate age level; economic concepts; content standards and benchmarks; related subject areas; instructional objectives; time required for completion; materials required; a detailed step-by-step procedure for classroom implementation; closure exercises; assessment exercises; and extension exercises. The lesson contains three activities. Students participate in a simulation that helps them recognize problems related to a barter system. (BT)

ED 464 016 SO 033 780

Bullock, Angela; Paul, Sara; Yevgushchenko, Anzhela; Yotkova, Vesselka
What, How and for Whom To Produce? Active Learning Lessons. Economics International.
PUB DATE- 02
NOTE- 13p.; For additional "Active Learning Lessons," see SO 033 779-786.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Curriculum Enrichment; *Economics; *Economics Education; Intermediate Grades; Junior High Schools; Social Studies; Student Educational Objectives
IDENTIFIERS- *Economic Concepts; National Standards Project in Economics

This lesson plan was developed through "Economics International," an international program to help build economic education in the emerging market economies. It provides a lesson description; appropriate age level; economic concepts; content standards and benchmarks; related subject areas; instruction objectives; time required for completion; materials needed; a detailed step-by-step procedure for classroom implementation; closure questions; assessment questions; and extension questions. The lesson contains three activities and a visual. Students produce badges as rewards for the best economists in class and will learn how command and market economies answer basic economic questions. (BT)

ED 464 017 SO 033 781

Bullock, Angela; Paul, Sara; Yevgushchenko, Anzhela; Yotkova, Vesselka

Heyman, Ernest L.
A Comparison of the Alternative and Traditional Licensure Programs at Metropolitan State College of Denver.
PUB DATE- 02
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; Classroom Techniques; College Faculty; *College School Cooperation; Communication Skills; Discipline; Elementary Secondary Education; Higher Education; Modeling (Psychology); *Partnerships in Education; Preservice Teacher Education; Student Teacher Evaluation; Student Teachers; Teacher Attitudes; Teacher Collaboration; *Teacher Competencies; *Teaching Skills
IDENTIFIERS- Metropolitan State College CO

This study evaluated Metropolitan State College of Denver's Teacher-in-Residence (TIR) alternative licensure program. To participate, teacher candidates must possess a baccalaureate degree, have a teaching contract in a participating local school district, enroll in the TIR program, and pass a state content test. This study examined what Metro State could learn about the development of quality teacher candidates and how it could improve its alternative and traditional certification programs. Surveys of Metro State student teachers, teacher educators, and public school mentors indicated that skills in classroom management/discipline were considered the most important teaching skills needed prior to student teaching or alternative placement (followed by standards/content knowledge, and time management/organization). Respondents believed that organizational and communication skills could be developed in alternative settings. TIR teachers and student teachers believed that better communication was needed for collaborative teamwork, while faculty and mentors felt that more meetings would improve collaboration. TIR teachers and student teachers felt that modeling, coaching, guided practice, and self-directed trial-and-error were very useful in developing skills. Most respondents believed that developing and assessing teachers' softer qualities (e.g., caring and empathy) was possible through observation and modeling. (Contains 20 references.) (SM)

ED 464 039 SP 040 591

Horn, Patty J.; Sterling, Hillary A.; Subhan, Subi
Accountability through "Best Practice" Induction Models.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 02
NOTE- 47p.; Funded by Title II Teacher Quality Enhancement Partnership Grant AzTECH: Arizona Teacher Excellence Coalition. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Faculty

enforcement laws to keep children in school. All schools are accessible to anyone who has the appropriate education. The second section focuses on accountability in Brazilian education. Until the second half of the 19th century, the central government was accountable for education, though there were some private schools. There are currently three government levels of accountability in education: federal, state, and county. Private schools may operate as much as desired, provided they obey the general legislation. The federal government is the main provider of education. In the last 20 years, the private sector has been more and more involved in educational partnerships. The third section examines the role of stakeholders, particularly the government. The fourth section discusses changing and expanding the concept of accountability (e.g., more government involvement in the technical parts of education, enhanced government collaboration with the private sector, and private schools' increasing independence from the government and use of educational technology). (SM)

ED 464 059 SP 040 657

Johnson, Gae R.
The AzTEC Mathematics Project (AMP).
PUB DATE- 02
NOTE- 10p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Denver, CO, February 2-6, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; American Indians; Elementary Secondary Education; *Faculty Development; *Integrated Curriculum; Lesson Plans; *Mathematics Education; Mathematics Teachers; Partnerships in Education; *Science Education; Science Teachers; State Standards; Summer Programs; Teacher Improvement
IDENTIFIERS- Arizona

The AzTEC Mathematics Project (AMP) is a statewide partnership among Arizona's Regents universities and state community colleges, partner school districts, and economic communities. AzTec is committed to preparing highly qualified K-12 mathematics and science teachers. AMP targeted Native American teachers and teachers of Native American students in northern Arizona. It emphasized aligning Arizona mathematics standards and district mathematics curriculum to the Arizona Science Standards and district/school curriculum. The goal was to help teachers integrate their mathematics and science curricula. AMP consisted of four full-day workshops on the Northern Arizona University campus and a culminating 4-day summer institute. Teachers earned 3 hours of graduate credit for completing the project. AMP helped teachers develop lessons for their classrooms that would place mathematics and science content in context with one another. Emphasis was on modeling integration of mathematics and science teaching. The culminating assignment was to develop an integrated lesson with an assessment component. Teachers had to teach the lessons in their own classrooms, reflect on the experience, then revise the lesson plans. At the summer institute, teachers brought their original and revised lesson plans and presented them to the class. (SM)

ED 464 060 SP 040 658

(8) "The Real Meaning of Assessment" (e.g., gathering student data and genuine assessment); (9) "Reasonable Expectations or Impossible Standards?" (e.g., what standards are and how teacher measure success); and (10) "Garnering Support from Colleagues, Caregivers, and Administrators." (Chapters contain references.) (SM)

ED 464 079 SP 040 695

Ramey, Linda K.
Preparing Middle School Teachers: Using Collaborative Middle School Field Experiences.
PUB DATE- 02
NOTE- 13p.; Paper presented at the Annual Meeting of the Ohio Middle School Association (Cincinnati, OH, April 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Field Experience Programs; Graduate Study; Higher Education; Internship Programs; *Middle School Teachers; Middle Schools; Partnerships in Education; Preservice Teacher Education; *Teacher Collaboration
IDENTIFIERS- Wright State University OH

Wright State University, Ohio, has developed an undergraduate degree in Middle Childhood Education with extensive content preparation and initial field experiences. Participants complete an undergraduate program in two specialized areas accompanied by 15 hours of teacher education professional coursework and field experiences in urban and suburban practicums. Students move on to a post-baccalaureate program that fully immerses them in middle school environments and provides them with licensure. Teachers are prepared to vary teaching and learning experiences as appropriate and use assessment and evaluation strategies that promote young adolescents' learning. The program educates future middle school teachers about the philosophical underpinnings and places them in middle schools exemplifying these principles. The program begins during the summer with four academic courses on campus and one field experience. Interns start the fall term in classrooms where they will spend the academic year. University classes begin the third week. Some classes are held within the public schools. Interns are rotated through specials classes and through all K-12 grade levels. Throughout the year, they teach every day, and during the summer, they complete their electronic PRAXIS portfolio. The master's degree is awarded after successful execution of an inquiry project and demonstration of successful classroom teaching. (SM)

ED 464 080 SP 040 696

Palermo, James
Poststructuralist Readings of the Pedagogical Encounter. Eruptions, Volume 14.
PUB DATE- 02
NOTE- 183p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Afrocentrism; Cultural Pluralism; Democracy; Elementary Secondary Education; Equal Education; Feminism;

Statistical Significance of Bivariate Relationships.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; *Reliability; Sample Size; *Statistical Significance

The purpose of this paper is to illustrate how displaying disattenuated correlation coefficients along with their unadjusted counterparts will allow the reader to assess the impact of unreliability on each bivariate relationship. The paper also demonstrates how a proposed new "what if reliability" analysis can complement the conventional null hypothesis significance test of bivariate relationships. The "what if reliability" procedure helps the researcher determine the extent to which the sample size, as opposed to the effect size, is responsible for the observed statistically significant, or not statistically significant, finding. The analyses illustrate how the sample size needed to detect a statistically significant bivariate relationship decreases as the observed score reliability coefficient pertaining to the independent or dependent measure (theoretically) increases, holding all other factors constant. As such, "what if reliability" analyses will help researchers interpret their results by considering the extent to which the reliability coefficients contribute or fail to contribute to the ability to achieve a statistically significant result. (Contains 3 tables and 28 references.) (SLD)

ED 464 101 TM 033 782

Henderson, Mary Elizabeth
Achievement: An Exploration of Parental Influences on Gifted and Talented Females from Culturally Diverse Backgrounds.
PUB DATE- 02
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Cultural Differences; *Expectation; *Females; *Gifted; Parent Child Relationship; *Parent Influence; Talent

This study explored parental influences on the achievement of eight gifted and talented adult women from culturally diverse backgrounds. Qualitative methodology was used to conduct the study. The past experiences of the female participants were examined in light of the components that shaped their behaviors and choices to produce achievement outcomes. The major theme was the determination of the parental influences that participants believed helped them achieve successfully during their early childhood, adolescence, and early adulthood. Data show that parents of these participants had high expectations and provided support and frequent words of encouragement along with continual guidance. Recommendations for practice and suggestions for further research are also included. (Contains 25 references.) (Author/SLD)

National Comparison index or a school restructuring index. (SLD)

ED 464 121 TM 033 802

Bryant, Miles; Hessel, Karen; Isernhagen, Jody
Face to Face with ISLLC: Testing Out the New School Leaders Licensure Assessment.
PUB DATE- 02
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Certification; Content Validity; *Educational Administration; Elementary Secondary Education; *Licensing Examinations (Professions); *Standards; *Test Construction
IDENTIFIERS- *Interstate School Leaders Licensure Consortium

Given the widespread interest in the Interstate School Leaders Licensure Consortium (ISLLC) School Leaders Licensure Assessment, this paper explores the implications of this type of assessment for preparation programs in educational administration. The paper examines the relationship of the six ISSLC standards to various accrediting practices as well as the use of these standards for certifying school leaders. The ISLLC examination, which is in effect a licensure examination, consists of 25 performance-based exercises organized into 4 separately-timed sections. In June 1997, a content validation study was conducted by eight principals and three university professors. The developed assessment and the vignettes and case studies of each module are described. Advocates of the ISLLC standards and the developed test suggest the School Leader Licensure Assessment as a means of assuring external stakeholders that their graduates have been educated to a satisfactory level. (Contains 20 references.) (SLD)

ED 464 122 TM 033 803

Smith, Robert L.; Rizavi, Saba; Paez, Roxanna; Rotou, Ourania
Updated Item Parameter Estimates Using Sparse CAT Data.
PUB DATE- 02
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2-4, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Bayesian Statistics; *Computer Assisted Testing; *Estimation (Mathematics); Simulation; Statistical Bias
IDENTIFIERS- *Calibration; Item Characteristic Function; *Parameter Identification

A study was conducted to investigate whether augmenting the calibration of items using computerized adaptive test (CAT) data matrices produced estimates that were unbiased and improved the stability of existing item parameter estimates. Item parameter estimates from four pools of items constructed for operational use were used in the study to arrive at a final number of 1,392 unique items. Fifty sets of true parameter

(070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Bayesian Statistics; *Estimation (Mathematics); *Item Response Theory; Simulation
IDENTIFIERS- *Item Parameters; Multidimensionality (Tests)

It is not unusual for several tests measuring different abilities to be given in one test administration. A common practice is to estimate these abilities independently of each other, but this paper proposes a more efficient method of estimating these abilities that takes into account the correlational structure of the abilities. The method uses a hierarchical Bayesian approach to simultaneous estimation of abilities based on a simple structure multidimensional item response model. Whether the simultaneous estimation of abilities from different dimensions yields more accurate estimates was studied, as well as how the number of dimensions, the number of items in each dimension, and the degree of correlation between abilities affect the accuracy of these estimates. For each combination of number of abilities and number of items, item parameters were randomly drawn from a pool of 550 items from nationally standardized mathematics tests, with 1,000 examinees simulated for each experimental condition. Results show that the proposed multidimensional approach gives more general outcomes, yielding results similar to those of the unidimensional method when abilities are uncorrelated. When abilities are correlated, taking the correlation into account can result in noticeable improvements in ability estimates. (Contains 24 tables and 15 references.) (SLD)

ED 464 143 TM 033 826

de la Torre, Jimmy; Patz, Richard J.
Item Response Theory Equating Using Bayesian Informative Priors.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; *Bayesian Statistics; *Equated Scores; *Estimation (Mathematics); *Item Response Theory; *Junior High School Students; Junior High Schools; Markov Processes; *Mathematics Tests; Maximum Likelihood Statistics; Monte Carlo Methods; Test Items
IDENTIFIERS- Calibration; Comprehensive Tests of Basic Skills; Item Parameters

This paper seeks to extend the application of Markov chain Monte Carlo (MCMC) methods in item response theory (IRT) to include the estimation of equating relationships along with the estimation of test item parameters. A method is proposed that incorporates estimation of the equating relationship in the item calibration phase. Item parameters from a previous calibration of one test form are used to construct informative prior distributions to be used in the new simultaneous calibration of the two test forms. Data were from the standardization of the Comprehensive Test of Basic Skills, Fifth Edition for an eighth-grade mathematics test, with 3,171 examinees used to obtain initial estimates for the anchor test (set A) parameters, 2,000 examinees in the equating process, and 4,000 examinees used to evaluate the effectiveness of the various methods. The new method was compared to traditional

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Educational Improvement; Elementary Secondary Education; *Low Achievement; *Program Effectiveness; Standardized Tests; Urban Schools
IDENTIFIERS- New York City Board of Education

This letter reviews actions by the New York State Education Department and New York City Board of Education as of January 2002 to implement recommendations contained in a prior audit report. The audit found that the Department and the Board did not always perform adequate analysis to determine the effectiveness of various consultant programs being used by schools to improve performance on state standardized tests. It also found that improvement programs were not always effective, and some schools were able to improve performance without any program help. The follow-up review found that the Department and the Board made considerable progress in implementing prior audit report recommendations. This letter describes improvements related to the six prior audit report recommendations: developing the capability to adequately determine which resource allocation and program initiatives work most and least effectively at improving academic performance; ensuring that all school improvement programs are evaluated independently for effectiveness; determining why some school improvement programs are more effective than others; monitoring performance trends at below-standard schools and determining which schools are improving and why; ensuring that any revised performance data submitted by schools are verified or appropriately documented; and developing a method for evaluating the performance of schools with small test populations. (SM)

ED 464 163 UD 034 933

Lee, Jessica; Lee, Larry
Crossing the Divide: Asian American Families and the Child Welfare System.
SPONS. AGENCY- Open Society Inst., New York, NY.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 02
NOTE- 28p.; Also funded by Child Welfare Fund and Hedge Funds Care. Written with assistance from Su Ming Yeh and Peggy Wu.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Asian Americans; Bilingualism; *Child Welfare; Children; *Cultural Differences; Family Problems; Foster Care; Immigrants; Public Policy
IDENTIFIERS- Access to Services; New York (New York)

This monograph reviews factors that may unnecessarily plunge families into the child welfare system, noting barriers within the child welfare system itself that sometimes engulf Asian American families. Without adequate data on Asian Americans, understanding the issues and measuring trends are very difficult. Although small, the number of Asian American children touched by the child welfare system is not negligible. Asian immigrant families have many different cultural customs and norms, and they are often reluctant to seek services and unsure which of their traditional child rearing practices may be considered grounds for investigation in the United States. Rapid removal of children from families has the greatest potential to harm immigrant families, and cultural

A Closer Look at Changes in Children's Living Arrangements in Low-Income Families. Working Paper. Welfare, Children, and Families: A Three-City Study.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; Commonwealth Fund, New York, NY.; Joyce Foundation, Chicago, IL.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Woods Fund of Chicago, IL.; Texas Univ., Austin. Hogg Foundation for Mental Health.; Lloyd A. Fry Foundation, Chicago, IL.; Edna McConnell Clark Foundation, New York, NY.; Boston Foundation, MA.; Social Security Administration (DHHS),
PUB DATE- 02
NOTE- 14p.; Also supported by the Kronkosky Charitable Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Welfare; *Family Status; *Family Structure; *Low Income Groups; One Parent Family; *Urban Areas; Welfare Reform
IDENTIFIERS- Illinois (Chicago); Massachusetts (Boston); Temporary Assistance for Needy Families; Texas (San Antonio)

This study examined changes in low-income children's living arrangements over time. Caregivers of children in Boston, Chicago, and San Antonio completed interviews in 1999 and then again 16 months later as part of the Three-City Study of low-income families with children. The percentage of children living with single mothers who were not cohabiting or married declined from 57 to 54 percent between interviews. The percentage of children living with mothers and their cohabiting partners increased from 8 to 10 percent, while the percentage living with mothers and their married partners increased from 26 to 28 percent. Virtually all cohabiting and marriage that began between the first and second interviews involved a mother and a man who was not the child's biological father. About 42 percent of mothers who were cohabiting at the first interview had ended the relationship by the second interview, and 16 percent had married. About 18 percent of mothers who were married at the first interview had separated by the second interview. Overall, 22 percent of children had experienced changes in their caregivers' living arrangement during the interval. Approximately 44 percent of parents who began cohabiting or were married between interviews had not received welfare since the passage of national welfare reform legislation in 1996. (Contains 28 endnotes.) (SM)

ED 464 183 UD 034 960

Moffitt, Robert; Cherlin, Andrew; Burton, Linda; King, Mark; Roff, Jennifer
The Characteristics of Families Remaining on Welfare. Policy Brief. Welfare, Children & Families: A Three-City Study.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; Commonwealth Fund, New York, NY.; Joyce Foundation, Chicago, IL.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Woods Fund of Chicago, IL.; Texas Univ., Austin. Hogg Foundation for Mental Health.; Lloyd A. Fry

growing significance, forms of specialties being introduced, and the geography of the program. It identifies program impact on the socioeconomic composition of all English specialist schools and considers the impact on school admissions for a sample of local education authorities. The paper concludes that it is difficult to assess the advantages and disadvantages of increasing the proportion of specialist schools in England and that there is no easy answer to the issue of the relative costs/benefits of specialist schools. It suggests that schools that are selected, are their own admissions authorities, or are specialist tend to have increased socioeconomic segregation in school admissions. (Contains 11 figures and 21 references.) (SM)

these organizations, the leader's ability to "define the reality of others" was critical to organizational survival. Indigenous leaders must have the skills and knowledge to overcome colonial attitudes and redefine Indigenous organizations as competent and worthy of receiving resources while simultaneously meeting the sometimes conflicting expectations of Indigenous communities and mainstream justice organizations. (Contains 35 references.) (SV)

ED 463 907   RC 023 381

Settee, Priscilla
Indigenous Knowledge in the Sciences and a Practical Application in the Super Saturday Project.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the Canadian Indigenous and Native Studies Association (CINSA) (Edmonton, Alberta, Canada, May 28-31, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; *American Indian Education; Cultural Exchange; *Culturally Relevant Education; *Curriculum Development; Elementary Secondary Education; Foreign Countries; Mathematics Education; *Science Education
IDENTIFIERS- Hawaii; *Indigenous Knowledge Systems; Saskatchewan

This paper reviews books and research papers concerned with Indigenous science knowledge and its integration into school curricula and describes current efforts to bridge Western and Native science. "A Yupiaq World View: Implications for Cultural, Educational and Technological Adaptation in a Contemporary World" (Angayuqaq Oscar Kawagley) documents Yupiaq practices in a fish camp and how they relate to science education in Yupiaq schools. "Look to the Mountain: An Ecology of Indigenous Education" (Greg Cajete) presents a science curriculum development model reflecting Native philosophy and culture. "The Foundational Values of Cultural Learning" (Kallen M. Martin) describes the Ahkwesahsne Science and Math Project, which bases curricula in Iroquoian traditional oral literature and Aboriginal number systems. In "Lighting the Seventh Fire," F. David Peat, a Western physicist, chronicles his awakening to Indigenous science knowledge and its spiritual aspects. Peat sees advanced mathematics as a common language that crosses cultures. "Red Earth, White Lies: Native Americans and the Myth of Scientific Fact" (Vine Deloria, Jr.) critiques Western science's narrow worldview, which disregards alternate explanations of reality and promotes racism. "Redefining Science Education for Aboriginal Students" (Madeleine MacIvor), "Bridging Native and Western Science" (Pam Colorado), "Indian Givers" (Jack Weatherford), and "Whose Science Whose Knowledge" (Sandra Harding) address curriculum development, the relevance of Indigenous science to environmental concerns, and Indigenous contributions in medicine and agriculture. Super Saturday, a summer project of the Saskatoon Tribal Council and the University of Saskatchewan, is based on a Hawaiian model. Na Pua No'eau included teacher, student, and parent activities that integrated Native Hawaiian culture, language, handicrafts, history, and knowledge of the sea and sailing. The Saskatchewan project incorporates Western science, Indigenous knowledge, and Native building design. (SV)

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Acculturation; *Adopted Children; American Indian Education; *American Indians; *Boarding Schools; Canada Natives; *Child Welfare; Family Relationship; *Federal Indian Relationship; Foreign Countries; Foster Care; North American History; Personal Narratives; Poetry; Self Concept; Short Stories
IDENTIFIERS- Bureau of Indian Affairs Schools; Indian Child Welfare Act 1978; *Native Americans

This collection of works by Native American writers reveals the political use by the U.S. and Canadian governments of schooling, adoption, and child welfare services to erase tribal identity and sovereignty. Seven tales in part 1 reflect various Native perspectives about the value and place of children in Native cultures. They provide background for understanding the struggles of those whose personal reflections appear in this anthology: Native people who were subject to forced cultural assimilation through education, child welfare, and other impositions in the United States and Canada. The boarding school experience is examined in part 2. The first piece presents the White perspective of the ideal assimilated boarding school graduate. The other six pieces explore the emotional, physical, and spiritual damage inflicted by boarding schools, as well as the strength and resilience of Indian students. After 1950, the child welfare system replaced the residential school system as the instrument of colonial control. In part 3, the more damaging aspects of Native American child welfare practices emerge in testimony, autobiography, and fiction. The stories, poems, and autobiographical essays in part 4 intend to break various silences, whether imposed through the suppression of language, culture, family history, or parentage, or created through the agency of law, education, or foster and adoptive homes. The destructiveness of such adoptions and the promise that adoption need not be practiced in those terms are made clear. (Contains 67 references.) (TD)

ED 463 926 RC 023 458

Cameron, Lisa A.
Did Social Safety Net Scholarships Reduce Drop-Out Rates during the Indonesian Economic Crisis? Policy Research Working Paper.
SPONS. AGENCY- United Nations Children's Fund, New York, NY.
PUB DATE- 02
NOTE- 48p.; Support also provided by the Social Monitoring & Early Response Unit (SMERU).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Business Cycles; *Dropout Prevention; Dropout Rate; *Economic Factors; Elementary Secondary Education; Enrollment; Foreign Countries; *Poverty; *Rural Schools; Rural Youth; *Scholarships
IDENTIFIERS- *Indonesia; *Recession

This paper uses regression and matching techniques to evaluate Indonesia's Social Safety Net Scholarships Program. The program aimed to prevent large numbers of children from dropping out of school as a result of the Asian economic crisis of 1998. It was expected that families would find it difficult to keep their children in school and that dropout rates would be high, as they were during the recession of the 1980s. However, dropout rates did not increase markedly, and enrollment rates have included reforms in BIA schools; the FACE (Family and Child Education) program, which provides family services from the prenatal period through third grade; underfunding of the BIA school system; proposed changes to the Indian School Equalization Formula; the need for tribal departments of education; facility needs on the Navajo Nation and elsewhere; a boarding school that focuses on student needs and on helping every student reach mastery levels; concerns that the reauthorization may eliminate important programs; successful Title IX programs at Rocky Boy Public Schools (Montana); and development of tribal education standards. Appendices include the text of the revised legislation with the Navajo Nation's recommended changes. (SV)

ED 463 944 SE 064 309

Feldman, Allan; Capobianco, Brenda
Action Research in Science Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Action Research; Elementary Secondary Education; Science Curriculum; *Science Education; Teacher Education
IDENTIFIERS- ERIC Digests

This digest provides an introduction to action research in science education and includes examples of how action research has been used to improve teaching and learning, as well as suggested resources for those seeking to incorporate action research into their own teaching or research. Action research is defined and is examined in science education, science teacher education, the study of science learning and science curriculum development and implementation. (MM)

ED 463 945 SE 064 310

Lowe, Richard
Visual Literacy and Learning in Science. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Science Education; *Scientific Literacy; *Visual Literacy; *Visualization
IDENTIFIERS- ERIC Digests

This digest explains the concept of visual literacy in science and provides a guide to resources for further study. The case is made that the capacities to both understand and generate technical pictures are fundamental to scientific and technological literacy for students at many levels, from early elementary school to the university level. Teaching suggestions on developing visual literacy are included. (MM)

PUB TYPE- Information Analyses/State-of-the-art Materials
(070),Numerical/Quantitative Data (110),Reports - Descriptive
(Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Engineering
Education; Futures (of Society); Higher Education; *Information
Technology; Policy; Science and Society; *Science Education;
Sciences
IDENTIFIERS- *Science Indicators

This publication is the fifteenth in the series of biennial Science Indicators reports. The Science Indicators series was designed to provide a broad base of quantitative information about U.S. science, engineering, and technology for use by public and private policymakers. Because of the spread of scientific and technological capabilities around the world, this report presents a significant amount of material about these international capabilities and analyzes the U.S. position in this broader context. Science and Engineering Indicators; 2002 contains quantitative analyses of key aspects of the scope, quality, and vitality of the Nation's science and engineering enterprise. The report presents material on science, mathematics, and engineering education from the elementary level through graduate school and beyond; the scientific and engineering workforce; U.S. and international research and development (R&D) performers, activities, and outcomes; U.S. competitiveness in high technology; public attitudes and understanding of science and engineering; and the significance of information technologies for science and for the daily lives of our citizens in schools, the workplace, and the community. An overview chapter presents the key themes emerging from these analyses. A CD-ROM version of the report is included (Contains approximately 230 references.) (MM)

ED 463 971 SE 066 033

Wagner, Sigrid; Meiring, Steven P.; Costner, Kelly M.
Milestones 2000: Reform Efforts in Mathematics and Science
Teacher Education Programs at SUSTAIN Collaboratives in Ohio.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- Educational Change; Elementary Secondary Education;
*Mathematics Education; Partnerships in Education; *Science
Education; *Teacher Education

The profiles in this report present a snapshot of recent reform efforts in mathematics and science teacher education programs at institutions participating in Project SUSTAIN (Schools and Universities Statewide Teaching Approaches to Inquiry) collaboratives. Data were collected during the year 2000, and respondents were asked to describe developments over the past 3-5 years. Some of the initiatives were supported by SUSTAIN funding, and some were supported by other state, federal, and/or private funding. Because respondents could provide only information accessible to them, this report necessarily presents a conservative picture of the wide range of efforts underway throughout the state of Ohio to improve the preparation of mathematics and science teachers for the 21st century. (MM)

ED 463 972 SE 066 038

Clements, Douglas H.; Battista, Michael T.

Motivation"; (3) "Casting Some Light on 'Eleven Principles of Effective Character Education'"; (4) "Well Begun Is Half Done: Suggestions for a Simple Start in Teaching Character Education"; (5) "Character Education through Curriculum Integration"; (6) "Teaching One Trait at a Time" (Lessons 1-9); (7) "Teaching Three Traits at a Time" (Lesson 10); (8) "Teaching the Community-Chosen Set of Traits Integrating Several Subjects" (Lesson 11); (9) "Artistic Expression and Character Education" (Lessons 12-13); (10) "Teaching a Set of Traits from More Challenging Literary Works" (Lessons 14-17); (11) "Music and Character Education"; (12) "Physical Education and Character Building"; and (13) "A Character Education Exhibition Wall." Appended are standards for various disciplines and an extensive list of additional resources. (Contains 49 works cited.) (BT)

ED 463 993   SO 033 467

Barringer, Betty; Ferguson, Sharon; Haynes, Beverly; Jacobs, Margaret; Jameson, Eugenia E.; Massey, Linda; Moran, Rebecca; Wilson, Ann
Texas Almanac Teacher's Guide, 2002-2003.
PUB DATE- 01
NOTE- 125p.; For "Texas Almanac, 2002-2003," see SO 033 468. For the 1998-99 edition, see ED 413 271. Contains 2000 Census Data.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Census Figures; *Cultural Context; Curriculum Enrichment; *Demography; Educational Games; Elementary Secondary Education; Interdisciplinary Approach; Profiles; Social Studies; *State History; Teaching Guides
IDENTIFIERS- *State Characteristics; *Texas
This interdisciplinary guide utilizes the subject matter in the 2002-2003 "Texas Almanac" to help classroom educators teach students in grades three to eight about the social, economic, cultural, and historical background of Texas. The guide has questions, puzzles, and activities that teachers can use to inform their students about the Lone Star State. The 46 lessons explore the rich heritage and lore of Texas by examining such themes as state symbols, the constitution of Texas, Texas history from prehistory to annexation, wildlife, population, elections, economy, newspapers, education, culture, and the arts. Appended are a: "Texas Outline Map"; "Texas Geology Map"; "Texas County Map"; "Texas Rivers Map"; "Line/Bar Graph Grid"; and "Miniature Book." (Contains an answer sheet.) (BT)

ED 463 994   SO 033 468

Ramos, Mary G., Ed.
Texas Almanac, 2002-2003.
PUB DATE- 01
NOTE- 672p.; Robert Plocheck was Associate Editor. For 2002-2003 Teacher's Guide, see SO 033 467. Contains 2000 Census Data.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reference Materials - General (130)
DESCRIPTORS- *Census Figures; Cultural Context; Data Collection; *Demography; *Information Sources; *Profiles; Social Studies; State History; Tables (Data)
IDENTIFIERS- *State Characteristics; *Texas
The 61st edition of the "Texas Almanac" has a reputation as the

Centuries of Economic Growth--From Feathers to Robotics. Active Learning Lessons. Economics International.
PUB DATE- 02
NOTE- 13p.; For additional "Active Learning Lessons," see SO 033 779-786.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Curriculum Enrichment; *Economics; *Economics Education; High Schools; Social Studies; Student Educational Objectives
IDENTIFIERS- *Economic Concepts; *Economic Growth; National Standards Project in Economics

This lesson plan was developed through "Economics International," an international program to help build economic education infrastructures in the emerging market economies. It provides a lesson description; appropriate age level; economic concepts; content standards and benchmarks; related subject areas; instruction objectives; time required for completion; materials needed; a detailed step-by-step procedure for classroom implementation; closure questions; an assessment exercise; and extension exercises. The lesson contains two visuals and two activities. Students read scenarios about the production of bibles over five historical time periods and then work to analyze factors that impact economic growth. (BT)

ED 464 018 SO 033 782

Maloy, Betty
What Did It Cost You? Active Learning Lessons. Economics International.
PUB DATE- 02
NOTE- 8p.; For additional "Active Learning Lessons," see SO 033 779-786.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Curriculum Enrichment; *Economics; Economics Education; Primary Education; *Social Studies; Student Educational Objectives
IDENTIFIERS- *Economic Concepts; National Standards Project in Economics

This lesson plan was developed through "Economics International," an international program to help build economic education infrastructures in the emerging market economies. It contains a lesson description; appropriate age level; economic concepts; content standards and benchmarks; related subject areas; instructional objectives; time required for lesson completion; materials needed; a detailed step-by-step procedure for classroom implementation; closure questions; an assessment activity; and extension activities. The lesson provides activities that require students to make choices to experience opportunity costs. (BT)

ED 464 019 SO 033 783

Gleason, Joyce
Clothes from Grain--A Miracle or a Problem? Active Learning Lessons. Economics International.
PUB DATE- 02
NOTE- 16p.; For additional "Active Learning Lessons," see SO 033 779-786.

Development; *Orientation; Public Schools; *Teacher Effectiveness; Teacher Improvement
IDENTIFIERS- Arizona; California; Connecticut

This report describes a study on Arizona's beginning teacher induction, examining how induction program elements vary statewide. It also examines three induction models: the California Model, the Connecticut Model, and a model for science teachers in Arizona. In 2000, researchers surveyed 197 traditional public school districts regarding their induction programs. Overall, 137 of the districts had induction programs. The term induction varied enormously in the districts. Only 34 districts addressed new teachers' needs in a systematic, consistent, and ongoing manner. The most common goals for induction programs were teacher success and effectiveness, teacher support and comfort, and policies and procedures. The least reported goals included classroom management and discipline, culture, knowledge of teaching strategies, and student achievement. The most common school orientation topics were policies and procedures, curriculum and standards, and classroom management and discipline, while the least common topics were student achievement, mentoring, expectations of teachers, and a school tour. The most common professional development activities included curriculum content and standards, teaching strategies, and assessment and evaluation. The least reported categories were social activities, technology, parents, and CLP. The most common forms of follow-up were CLP, teacher evaluations, and observations. Most high intensity induction programs were located in urban areas and large school districts. (Contains 95 references.) (SM)

ED 464 040 SP 040 592

Peters, William H.
Engaging Educational Stakeholders in the Challenge of Shared Accountability: The Texas Prospectus.
PUB DATE- 02
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY February 24, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Educational Quality; Elementary Secondary Education; Excellence in Education; Higher Education; *Partnerships in Education; Preservice Teacher Education; Public Schools; *Teacher Competencies
IDENTIFIERS- *Texas A and M University

This paper discusses how to engage educational stakeholders for productive partnerships in accountability, examining accountability in the world of demands and describing the Texas Prospectus for Shared Accountability, which provides 3 components: (1) the Partnership for Texas Public Schools (consisting of the Chancellor of the Texas A&M University System, the Commissioner of Education, and the deans of the Texas A&M University System's Colleges of Education); (2) the Regents' Initiative for Excellence in Education (a 5-year plan for the Texas A&M University System's teacher preparation programs); and (3) the Sid W. Richardson Foundation Forum Report (2001), "Excellent Teachers for all Texas Schools: Proposals for Engaging Educational Stakeholders in Concerted Action." This report calls for systematic concerted action by all stakeholders in public education to develop the necessary

Forsten, Char; Grant, Jim; Hollas, Betty
Differentiated Instruction: Different Strategies for Different Learners.
PUB DATE- 02
NOTE- 147p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Evaluation Methods; Interpersonal Competence; Learning Activities; *Learning Strategies; Literacy Education; Mathematics Education; Mathematics Instruction; Reading Instruction; *Special Needs Students; Student Evaluation; Teaching Methods
IDENTIFIERS- *Differentiation; Learning Communities

This book contains 101 practical, easy-to-implement, and classroom-tested strategies for different students in grades K-8. It provides specific ideas and materials for supporting the major strategies for differentiated instruction (curriculum compacting, tiered activities, learning centers, flexible grouping, and mentoring). Strategies are arranged by grade level within each of six sections. The six sections focus on classroom management, community building, teaching tools, literacy education, mathematics education, and student evaluation. The book also includes graphics and brief explanations of how teachers can immediately and most effectively use the strategies in their classrooms. Reproducibles and supplementary materials are provided. A comprehensive resource list is included to help teachers locate relevant information. (SM)

ED 464 061 SP 040 659

The Jossey-Bass Reader on Gender in Education. The Jossey-Bass Education Series.
PUB DATE- 02
NOTE- 760p.; Foreword by Susan M. Bailey.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; Aggression; Bullying; Coeducation; Computer Uses in Education; Curriculum; Discipline; Diversity (Student); Early Childhood Education; Educational Technology; Elementary Secondary Education; Equal Education; Feminism; *Gender Issues; Interpersonal Relationship; Literacy Education; Males; Masculinity; Science Education; *Sex Bias; *Sex Fairness; Sex Stereotypes; Sexual Harassment; Sexuality; Single Sex Schools; Student Behavior; Student Participation; Violence; Womens Education
IDENTIFIERS- Ethnic Heritage Studies Program

These papers examine various perspectives on the gender debate in education: (1) "'Too Strong for a Woman': The Five Words That Created Title IX" (Bernice R. Sandler); (2) "Feminists Discover the Hidden Injuries of Coeducation" (David Tyack and Elisabeth Hansot); (3) "Images of Relationship" (Carol Gilligan); (4) "Real Boys: The Truths behind the Myths" (William Pollack); (5) "Where It All Begins: The Biology of Boyhood" (Michael Gurian); (6) "Do Girls and Boys Have Different Cultures?" (Barrie Thorne); (7) "Thorns among Roses: The Struggle of Young Boys in Early Education" (Dan Kindlon and Michael Thompson); (8) "The Miseducation of Boys" (Myra Sadker and David Sadker); (9) "The

Gender Issues; Politics of Education; *Public Schools; Racial Bias; Reading Readiness; Sex Differences; Sex Discrimination; Social Influences
IDENTIFIERS- Althusser (Louis); Barthes (Roland); Baudrillard (Jean); Derrida (Jacques); Dewey (John); Foucault (Michel); Irigaray (Luce); Kristeva (Julia); Lacan (Jacques); Merleau Ponty (Maurice); *Poststructuralism

This book uses leading poststructuralist thinkers to expose the mechanisms that U.S. public schools employ to form subjectivity. Political issues that inform pedagogy such as cultural pluralism, the Deweyan legacy, and feminist classroom strategies are read applying constructs taken from philosophers such as Barthes, Derrida, Foucault, and Kristeva. Using Saussure's linguistic theory as a starting point, this book moves from a description of the lived body and myth to deconstruction and sexual bliss, producing a multilayered set of reading strategies. After an introduction, "Reading Culture and Pedagogy Using Poststructuralist Strategies," the nine chapters are: (1) "Merleau-Ponty: Reading Embodied Meaning and Teaching"; (2) "Lacan: Reading Dewey as Dreamwork"; (3) "Althusser: Reading the Afrocentric Myth"; (4) "Barthes: Reading the Mann, Cubberley, and Deweyan Myths"; (5) "Foucault: Reading Magritte, Reading Readiness"; (6) "Baudrillard: Reading the Hyper-Reality of Dewey's Pedagogy of Occupations"; (7) "Derrida: Reading Racism and Cultural Pluralism"; (8) "Irigaray: Reading Sexual Difference"; and (9) "Kristeva: Reading with "Jouissance." (SM)

ED 464 081 SP 040 697

Zelazek, John R.; Williams, Wayne W.; McAdams, Charles; Palmer, Kyle
Teacher Education Follow-Up Study, 2002: A Summary of First and Second Year Teachers, and Their Employers with Respect to the State of Missouri MoSTEP Standards.
PUB DATE- 02
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Alternative Teacher Certification; *Beginning Teachers; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Principals; *State Standards; Student Characteristics; Teacher Attitudes; Teacher Characteristics; Teacher Competencies
IDENTIFIERS- Missouri

This report presents the fourteenth follow-up study by the Teacher Education Assessment Committee at Central Missouri State University, which publishes periodic assessments and evaluations of Central's teacher education programs by soliciting input from faculty, teacher candidates, graduates, and employers of graduates. Results find that 74 percent of Central's 2000-01 graduates secured full-time teaching positions within Missouri. Beginning teachers were employed in 171 of the state's 524 districts. Preservice and beginning teachers were predominantly female and white. Students rated their student teaching experience very high, consistent with previous years. The average salary for Central graduates was $26,351. Most beginning teachers planned on teaching 5 years or more. Teachers' top three areas of dissatisfaction with their current positions were salary/fringe benefits, support from parents and community, and opportunity for professional advancement. Beginning teachers considered their level of competence according to Missouri state standards strong.

ED 464 102 TM 033 783

Folkestad, Leah S.; Haag, Susan
Conflicting Ideologies and the Shift to E-Learning.
PUB DATE- 02
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *College Faculty; *Curriculum Development; *Distance Education; *Educational Policy; Electronic Mail; Higher Education; Ideology; Interviews; *Online Systems

Previous research and policy in online education has underestimated the amount of effort and commitment required by those asked to develop and deliver courses online. Although implementation of e-learning technologies is on the rise, the faculty adoption rate is slow. Prior studies attribute the lack of adoption to faculty resistance to online teaching technologies (C. Gunawardena, 1990; D. McNeil, 1990; K. Stinehart, 1988). However, the way faculty perceive and respond to other issues associated with the online context are constructs worth examining. This study examines the beliefs, concerns, and practices of faculty from three state universities to determine implications for long-range e-learning reform. Data sources included 24 semi-structured interviews with faculty and administrators, archival document review, observational data, and participant questionnaires. Findings indicate that the combination of university policy disincentives confounds university efforts to encourage and train faculty to teach online. Such disincentives are the real reason that faculty fail to join the quest for online education. (Contains 24 references.) (SLD)

ED 464 103 TM 033 784

Singh, Judy; McMillan, James H.
Staff Development Practices in Schools Demonstrating Significant Improvement on High-Stakes Tests.
PUB DATE- 02
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Case Studies; Decentralization; Educational Change; Elementary Secondary Education; *Principals; Qualitative Research; *Staff Development; *Teachers

A qualitative case study design was used to identify effective staff development practices in schools where there had been an increase in scores on the state-mandated tests over a period of 2 years. Informal interviews were conducted with 10 Algebra I teachers at 2 high schools, 4 eighth-grade mathematics teachers at 2 middle schools, 7 English teachers at 2 elementary schools, and 4 principals. Results indicate that some practices, identified by teachers and principals as having estimates were generated from the base item prior information, and each true set served as the parameter estimated for a CAT simulation that incorporated content constraints and exposure control. One thousand test takers were simulated at each of 41 points on the ability scale. The examination of the influence of CAT data on item response theory three-parameter logistic model (3PL) item characteristic curves and on item parameter estimates for the 3PL model in a Bayesian context showed that the error in the item characteristic curve as a whole and in the estimates of item difficulty appeared to be reduced when CAT data information was incorporated into the estimation of the parameter. Results suggest that error in estimating item characteristic curves may be reduced by incorporating CAT information into the calibration process. (Contains 4 tables, 27 figures, and 4 references.) (SLD)

ED 464 123 TM 033 804

O'Neill, Kathleen; Rizavi, Saba
Performance of Examinee Groups on a Measure of Analytical Writing.
PUB DATE- 02
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2-4, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Ethnic Groups; Graduate Study; Higher Education; Racial Differences; Sex Differences; *Test Construction; *Writing Tests
IDENTIFIERS- *Analytical Writing; *Graduate Record Examinations

Beginning in 1999, an analytical writing measure was offered as an optional test in the Graduate Record Examinations (GRE) program. This test will be incorporated into the GRE General Test in fall 2002. The essays in this test focus on critical reasoning and analytical writing skills. This study examined the performance of various examinee groups on this performance-based test. Because the test has been optional, the examinees are self-selected in that they presumably thought that they would do well on the analytical writing tasks. Over the 2-year period, 5,946 examinee records could be matched to both the Writing and GRE General Test. Results provide some assurance that incorporating a writing measure into the GRE General Test will not necessarily increase group differences. Standardized differences for gender groups and many minority groups in this study are smaller on the Writing Assessment than on the multiple-choice Analytical measure, which the Writing Assessment is to replace. For some groups, most notably examinees who may have second language difficulties such as English-as-a-Second-Language and Asian American examinees, the standardized differences are larger on Writing than on Analytical. From a fairness perspective, these results have implications for scoring the assessment. The decision to use the writing measure as part of an admissions decision could have a major effect on applicants selected for admission. Allowing a choice of Issue topics appears to be associated with differential preference rates some of the time. It is also apparent that the time allotment for essay tasks has major consequences for some examinee groups. Five appendixes contain supplemental material in tables. (Contains 13 tables, 12 figures, and 6 references.) (SLD) methods based on marginal maximum likelihood calibration followed by a Stocking and Lord (M. Stocking and F. Lord, 1983) linear transformation. Results indicate that the new approach can lead to modest improvement in equating accuracy. Under this approach, the predicted scores for a validation group have higher correlations and lower root mean square errors in comparison to observed scores. (SLD)

ED 464 144 TM 033 828

Newman, Isadore; Fraas, John W.; Newman, Carole
The Importance of Matching the Analytical Technique with the Research Question: A Discussion of Current Research Issues.
PUB DATE- 02
NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Sarasota, FL, February 28, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Multivariate Analysis; Research Design; *Research Methodology; *Statistical Analysis; *Structural Equation Models
IDENTIFIERS- *Type I Errors

This paper presents a discussion of various statistical concepts and techniques in light of two propositions. The first is that researchers need to select analytical techniques that prevent them from committing Type VI errors, which are inconsistencies between the research question and the statistical analysis. The second is that many statistical techniques are interrelated on a conceptual level. In addition, a list of resources is presented to assist researchers who want to pursue a more detailed study of the issues presented. The topics discussed are: (1) distinguishing between statistical analysis issues and research design issues; (2) examining various concerns with the use of structural equation modeling; (3) considering both statistical and practical significance of results; (4) reflecting on when and how to control for inflated Type I error rates; and (5) distinguishing between research questions that require multivariate analyses and those that require univariate analyses. This paper may provide researchers with more in-depth understanding of how a given technique may address a research question accurately. (Contains 1 table and 35 references.) (Author/SLD)

ED 464 145 TM 033 829

Martinez, Mario C.; Ivory, Gary
The "Quality Counts 2002" State Report Cards: Correlations with Measures of State Education Environments.
PUB DATE- 02
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; *Demography; Educational Quality; Elementary Secondary Education; *Evaluation Utilization; *Policy Formation; Regression (Statistics); *Report Cards

Correlation and multiple regression analyses revealed the extent miscommunications can easily lead to rapid removal. Adequate interpretation should be a right for every non-English speaking immigrant. Placing Asian American children in kinship foster care homes should be the highest priority for the Administration for Children's Services (ACS). ACS rules and laws regarding immigrants' rights in child welfare are unclear. Recommendations include improve data collecting and reporting, address language barriers, educate the immigrant community, increase preventive services, and reform the family court. Three appendices define Asian Americans and cultural competency and present recent ACS reforms. (SM)

ED 464 164 UD 034 935

Final Report of the Evaluation of New York Networks for School Renewal: An Annenberg Foundation Challenge for New York City, 1996-2001.
PUB DATE- 01
NOTE- 42p.; For "New York Networks for School Renewal: A Mid-Term Report," see ED 430 768.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Educational Improvement; Elementary Secondary Education; Enrollment Trends; Graduation; *Program Effectiveness; Public Schools; School Size; Scores; Standardized Tests; Student Characteristics; Teacher Characteristics; Urban Schools
IDENTIFIERS- New York Networks for School Renewal; *New York (New York)

This report summarizes experiences of the New York Networks for School Renewal (NYNSR), which developed school networks for mutual support and accountability and promoted small size, autonomy, personalization, and professional teaching communities. Researchers compared NYNSR outcomes to comparable outcomes for the New York City (NYC) school system overall, outcomes of a group of NYC comparison public schools, outcomes of a group of NYC public schools selected randomly, and progress NYNSR schools made on particular outcome variables. Administrators and teachers completed surveys, interviews, and observations regarding extent of network development and fidelity to NYNSR core principles. Researchers interviewed NYC public school administrators and policymakers. NYNSR schools achieved strong academic performance for a student population very similar to the NYC system overall. NYNSR schools' standardized test scores often exceeded the citywide average. NYNSR schools achieved favorable graduation and dropout rates, were more cost effective than comparison schools, and were highly student-centered. Most NYNSR schools had collaborative instructional leadership and professional development to support teachers and provided innovative, collaborative, and respectful learning environments. They also developed innovative responses to the system's persistent challenges by providing effective instructional practices, engaging curriculum, and consistent student and teacher support. (Contains 17 figures and 15 tables.) (SM)

ED 464 165 UD 034 936

Dropout Prevention. Hearing before the Subcommittee on Oversight and Investigations of the Committee on Education and the Workforce. House of Representatives, One Hundred Sixth Congress, Second Session (Albuquerque, New Mexico, January 24,

Foundation, Chicago, IL.; Edna McConnell Clark Foundation, New York, NY.; Boston Foundation, MA.; Social Security Administration (DHHS), Washington, DC.; Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.;
PUB DATE- 02
NOTE- 11p.; Also supported by the Kronkosky Charitable Foundation. For the Background Paper to this Policy Brief, see UD 034 961.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Welfare; *Employed Women; *Family Characteristics; Family Income; *Females; Low Income Groups; Urban Areas; *Welfare Recipients
IDENTIFIERS- Illinois (Chicago); Massachusetts (Boston); Temporary Assistance for Needy Families; Texas (San Antonio)

This study examined characteristics of families who remained on welfare, comparing the economic, social, and demographic characteristics of women remaining on welfare to welfare leavers and low-income women who had never been on welfare; how the characteristics and income of employed women on Temporary Assistance for Needy Families (TANF) compared to those of unemployed women not on TANF; how the incomes of employed and nonemployed women remaining on TANF compared to the incomes of employed and nonemployed women who had left TANF; variations in life experiences among those on TANF; and variations in the reasons people received welfare. Data came from the Three-City Study in Boston, Chicago, and San Antonio. Women remaining on TANF had average employment rates of 18 percent and poverty rates of 85 percent compared to TANF leavers' employment and poverty rates of 60 and 70 percent. About 40 percent of stayers had less than a high school education, and many had high levels of depression and domestic violence (similar to TANF leavers). Employed recipients had higher educational levels and better health than did nonemployed recipients. They also had significantly higher income because their earnings were not fully offset by lower benefits. Nonemployed recipients had higher incomes than nonemployed leavers. (Contains 10 endnotes.) (SM)

ED 464 184 UD 034 961

Moffitt, Robert; Cherlin, Andrew; Burton, Linda; King, Mark; Roff, Jennifer
The Characteristics of Families Remaining on Welfare. Working Paper. Welfare, Children, and Families: A Three-City Study.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; Commonwealth Fund, New York, NY.; Joyce Foundation, Chicago, IL.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Woods Fund of Chicago, IL.; Texas Univ., Austin. Hogg Foundation for Mental Health.; Lloyd A. Fry Foundation, Chicago, IL.; Edna McConnell Clark Foundation, New York, NY.; Boston Foundation, MA.; Social Security Administration (DHHS), Washington, DC.; Office of the Assistant Secretary for Planning and Evaluation (DHHS),
PUB DATE- 02
NOTE- 72p.; Also supported by the Kronkosky Charitable Foundation. An error on the title page identifies this as the Background Paper to Policy Brief 02-01; the correct number for the Brief is 02-2. For this brief, see UD 034 960.

ED 463 908 RC 023 438

Howley, Aimee; Chadwick, Kristine; Howley, Caitlin
Networking for the Nuts and Bolts: The Ironies of Professional Development for Rural Principals.
PUB DATE- 02
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Beginning Principals; Collegiality; Elementary Secondary Education; *Mentors; *Professional Development; Program Evaluation; *Rural Schools
IDENTIFIERS- Ohio (Southeast); Peer Coaching; *Study Groups

Mentorship programs are a promising approach to the professional development needs of new principals. The Southeastern Regional Principals' Academy provides professional development and collegial support for early-career principals in the primarily rural schools of southeast Ohio. For its 1999-2001 pilot program, 19 principals were organized into study groups at 4 sites. At each site, an experienced principal served as mentor to a group of entry-level administrators, each of whom also selected a coach for day-to-day assistance. Groups had considerable latitude in selecting issues to explore, but all groups addressed the data collection and analysis needed to complete a state-mandated portfolio. Findings from participant surveys and focus group interviews suggest that early-career principals in rural Appalachian Ohio valued professional development options made available to them, particularly when activities focused on practical administrative issues and involved interaction with mentors and peers. The Academy seems to have reduced rural principals' isolation through the establishment of networks with experienced mentor principals, peers from nearby districts, and a statewide group of colleagues. Participants valued the support of mentors, the structure of study group meetings, and study group discussions of practical problems. However, participants saw little value in the portfolio activities, thought it inappropriate to expect beginning principals to sponsor data-driven school reform, and did not see a need for an explicit rural focus for their professional development. (Contains 29 references.) (SV)

ED 463 909 RC 023 441

Eubanks, Don
American Indian Capacity Building in St. Paul, Minnesota.
SPONS. AGENCY- Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.
PUB DATE- 99
NOTE- 18p.; Funding provided by the F. R. Bigelow Foundation via the Children, Families, and Communities Initiative (CFCI).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Leaders; *Community Needs; Community Study; Focus Groups; *Human Services; Participatory Research; Poverty; *Urban American Indians; Youth Programs
IDENTIFIERS- *Access to Services; *Minnesota (Saint Paul)

A 1996 research project in St. Paul, Minnesota, found high rates of poverty and unemployment in its American Indian population remained relatively steady. This paper examines the role played by the scholarship program in producing this result. Data were drawn from a national household survey of 100 rural villages across Indonesia, conducted in 1994 and 5 times in 1997-99. The scholarships were found to have been effective in reducing dropouts at the lower secondary school level by about three percentage points but had no discernable impact at the primary and upper secondary school levels. Analyses also examined how well the program adhered to its documented targeting design and how effective this design was in reaching the poor. The targeting criteria appear to have been followed quite closely, but this did not prevent some households with higher reported per-capita expenditures from receiving the scholarship. (Contains 23 references and data tables and figures.) (Author/SV)

ED 463 927 RC 023 461

Waugaman, Sandra F.; Moretti-Langholtz, Danielle
We're Still Here: Contemporary Virginia Indians Tell Their Stories.
PUB DATE- 01
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Culture; *American Indian Education; *American Indian History; *American Indians; Archaeology; Biculturalism; Ceramics; Elementary Secondary Education; Genealogy; Nonformal Education; Personal Narratives; State History; Tribes
IDENTIFIERS- Powwows; State Tribal Relationship; *Virginia

Except for discussions of the early colonial period, the American Indians of Virginia are invisible in history textbooks, leading many people to assume that the state's Indian population vanished long ago. This book shares the unique stories of some of Virginia's Indian people, providing an insight into the history, education, and cultural traditions of each of the eight state-recognized tribes of Virginia: the Monacan Nation and the Chickahominy, Eastern Chickahominy, Mattaponi, Upper Mattaponi, Nansemond, Pamunkey, and Rappahannock Tribes. Chapters focus on: (1) life on the reservations during the 20th century, including one-room schools; (2) American Indian history in Virginia and the historical distortions in history textbooks; (3) history of racial identification of Indians in Virginia; (4) two statewide Indian organizations that work on federal and state relations with tribes, advocacy, and improvement of Indian education; (5) experiences of living in two worlds, growing up Indian, learning cultural traditions, and attending Indian schools and public schools; (6) archaeology and issues related to protection of Native American graves; (7) pottery making traditions and instruction; (8) pow wows; (9) food and subsistence traditions; and (10) museums and historical research. Appendices present a glossary, suggested reading, other resources, museums, and profiles of the eight state tribes. (Contains an index.) (SV)

ED 463 928 RC 023 462

Mathis, William J.; Etzler, Deborah
Academic, Socioeconomic and Transportation Correlates in a Rural Public School Voucher System.

ED 463 946 SE 064 311

Walders, Davi
Poetry and Science Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Integrated Curriculum; *Language Arts; *Poetry; *Science Education; Secondary Education
IDENTIFIERS- ERIC Digests

This digest makes the case for using poetry in the teaching of science. Poems can braid curriculum areas, breaking through boundaries and weaving concepts together. The digest contains a list of poets and poems on Science, as well as lists of ERIC and World Wide Web resources. (MM)

ED 463 947 SE 064 312

Meagher, Michael
Curriculum and Assessment in an Age of Computer Algebra Systems. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Uses in Education; *Evaluation; *Mathematics Curriculum; *Mathematics Education; Secondary Education
IDENTIFIERS- Computer Algebra; ERIC Digests

This digest provides research on curriculum and assessment in the age of Computer Algebra Systems (CAS). The digest presents research on assessment with CAS technology, teacher accounts of assessment with CAS technology and curriculum issues. (Contains 18 references.) (MM)

ED 463 948 SE 064 313

Greene, Beth D.; Herman, Marlena; Haury, David L.
TIMSS: What Have We Learned about Math and Science Teaching? ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Comparative Analysis; Elementary Secondary Education; *Instruction; *Mathematics Education; Science Education
IDENTIFIERS- ERIC Digests; Third International Mathematics and

Logo and Geometry. Journal for Research in Mathematics Education
  Monograph Series.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 186p.; With Julie Sarama. The JRME Monograph Series is
  published as a supplement to the JRME Journal.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Computer Uses in Education;
  Elementary Education; *Geometry; Logical Thinking; Mathematics
  Curriculum; *Mathematics Education; *Programming
IDENTIFIERS- LOGO Programming Language; *Representations
  (Mathematics)

This book, the 10th volume in the Journal for Research in Mathematics Education (JRME) Monograph Series, discusses the geometry curriculum and investigates how elementary school students learn geometric concepts and how Logo programming and its turtle graphics might affect this learning. This volume also provides details on the development, structure, and content of the geometry curriculum, educational implications of the research, and the broad issues of Logo and geometry in mathematics education. (Contains approximately 155 references, 39 tables, and 34 figures.) (MM)

ED 463 973 SE 066 039

Irons, Calvin J.
Number Representations That Assist Children To Succeed in
  Mathematics.
PUB DATE- 02
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; Elementary Education; *Mathematics
  Education; Numbers; *Numeracy; Place Value; *Young Children
IDENTIFIERS- *Representations (Mathematics)

This paper draws on a body of research to present representations of numbers which can assist children in learning mathematics. Sections in the paper deal with counting, quantity, rank, and place value. Also included is a model which shows an approach for teaching two-digit and three-digit numbers in kindergarten, first grade, and the first half of the second grade. (MM)

ED 463 974 SE 066 041

Secondary Science and Mathematics Teacher Preparation Programs:
  Influences on New Teachers and Their Students. Instrument
  Package & User's Guide.
PUB DATE- 97
NOTE- 217p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Data Interpretation; Knowledge Base for Teaching;
  *Mathematics Education; *Preservice Teachers; Research
  Methodology; *Science Education; Secondary Education; Teacher
  Attitudes; *Teacher Education

This collection of research instruments, together with a user's guide, is a supplement to the final report of the Salish I Research Project. The Salish I Research Project was an exploratory study conducted by a national collaborative to definitive source for Texas information since 1857. It contains details of the Census 2000 official population count, including statewide, county and town counts, plus an analysis of the numbers by experts at Texas's State Data Center. It includes information about politics, elections, and government; data on Texas's 254 counties; educational systems; science and health; agriculture; the arts; the environment; weather; recreation and parks; an astronomical calendar; and civic and religious holidays. The almanac is divided into 27 sections: "State Profile"; "State Rankings"; "State Flags and Symbols"; "Natural Beauty of Texas"; "History"; "Environment"; "Recreation"; "Counties"; "Population"; "Cities and Towns"; "Elections"; "Historic Government Documents and Officials"; "State Government"; "Local Government"; "Culture and the Arts"; "Crime"; "Health and Science"; "Education"; "Belo"; "Media"; "Business and Transportation"; "Agriculture"; "Pronunciation Guide"; "Zip Codes"; "Obituaries"; and "Index." (BT)

ED 463 995   SO 033 611

Globalizacion y Educacion (Globalization and Education).
PUB DATE- 01
NOTE- 160p.; Published annually. Theme issue.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administration; Citizenship Education; Cooperative Learning; *Educational Practices; Educational Research; *Ethics; Foreign Countries; *Global Approach; *Interdisciplinary Approach; *Social Problems; Volunteers
IDENTIFIERS- Development Education; *Educational Issues; *Globalization; Moral Education; Solidarity; Spain

This journal issue introduces key points in education from a humanistic and interdisciplinary perspective. Articles are in Spanish (one article is in English) and each one contains a brief abstract in English. Research studies included are: "Globalizacion, Desarrollo y Pobreza (Reflexiones desde la Libertad)" (Juan Jose Toribio); "La Educacion (Moral y Civica) en una Sociedad Globalizada" (Concepcion Naval); "Educar en la Globalizacion. El Programa del Progreso Material" (Jose Antonio Garcia-Duran); "Globalizacion: Nuevas Practicas Educativas" (Charo Reparaz Abaitua, Jose Ignacio Mir Montes, and Fernando Garcia Fernandez); and "La Globalizacion: Germen de la Sociedad Solidaria" (Alfredo Rodriguez Sedano and Francisco Altarejos). Articles in the "Notas" section include: "Hay un Nuevo Management?" (Carlos Cavalle); "The Human Face of Globalization: Implications in Education" (Maria Riza Bondal); "Voluntariado: 2001, Proyecto Global de Accion" (Aurora Bernal Martinez de Soria); "Una Estrategia Eficaz para Fomentar la Cooperacion" (Sonia Lara Ros); "Sobre la Globalizacion" (Jose Perez Adan); and "La Etica del Mundo en que Vivimos" (Joan Fontrodona). The issue concludes with 12 book reviews and a list of 15 recently published works. (BT)

ED 463 996   SO 033 647

Panchyk, Richard
Archaeology for Kids: Uncovering the Mysteries of Our Past--25 Activities.
PUB DATE- 01
NOTE- 156p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Curriculum Enrichment; *Economics; *Economics Education; Secondary Education; Social Studies; Student Educational Objectives
IDENTIFIERS- *Economic Concepts; National Standards Project in Economics

This lesson plan was developed through "Economics International," an international program to help build economic education infrastructures in the emerging market economies. It provides a lesson description; appropriate age level; economic concepts; content standards and benchmarks; related subject areas; instructional objectives; time required for lesson completion; materials needed; a detailed step-by-step procedure; closure questions; assessment exercises; extension exercises; and four activity sheets. Students read two fables about entrepreneurs who buy grain and turn the grain into clothing or resell the grain and use the proceeds to import clothing. (BT)

ED 464 020 SO 033 784

Zaleskiene, Irena; Venger, Anatoly; MacDonald, Rich; Davis, Debbie
Gross Domestic Pizza. Active Learning Lessons. Economics International.
PUB DATE- 02
NOTE- 16p.; For additional "Active Learning Lessons," see SO 033 779-786.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Curriculum Enrichment; *Economics; *Economics Education; Junior High Schools; Social Studies; Student Educational Objectives
IDENTIFIERS- *Economic Concepts; *Gross Domestic Product; National Standards Project in Economics

This lesson plan was developed through "Economics International," an international program to help build economic education infrastructures in the emerging market economies. It provides a lesson description; appropriate age level; economic concepts; content standards and benchmarks; related subject areas; instructional objectives; time required for lesson completion; materials needed; a detailed step-by-step procedure for classroom implementation; closure questions; assessment exercises; and extension exercises. The lesson also contains a visual and three activity sheets. The lesson explores how gross domestic product (GDP) is determined and discusses its major components. (BT)

ED 464 021 SO 033 785

Baranova, Daira; Bottomoley, Alice; Brock, John; Shappo, Natalia
Folding Our Way to Productivity. Active Learning Lessons. Economics International.
PUB DATE- 02
NOTE- 13p.; For additional "Active Learning Lessons," see SO 033 779-786.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Curriculum Enrichment; *Economics;

resources and strategies to solve education workforce issues. The Texas Prospectus provides one means for facilitating broader discussion for shared accountability and stimulating a proactive agenda to enhance both the quality and quantity of teachers for public schools. It also provides a framework by which educational leaders in other states might engage educational stakeholders in shared accountability in teacher education. (SM)

ED 464 041 SP 040 594

Young, Edyth E.
Improving Reading in America: Are Teachers Prepared? NCREL Policy Issues.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Improvement; Elementary Secondary Education; *Faculty Development; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; *Reading Instruction; *Reading Teachers; Teacher Improvement

This paper presents a research-based evaluation of the gaps plaguing the preparation and ongoing professional development of reading teachers, suggesting that to improve literacy, it is necessary to comprehensively redesign reading teachers' preservice curriculum and inservice training. Programs preparing preservice teachers are not providing courses or classroom experiences necessary to teach future teachers the knowledge and skills base to teach diverse pupils in a variety of contexts. Teacher preparation programs do not meet the International Reading Association's literacy standards for teaching elementary school or recommendations for credit-hour standards in teacher preparation programs. The states regulate preservice and inservice teacher preparation very differently. Some states rely on content area standards, while others have specific course requirements. Several organizations and reports have described the characteristics of effective professional development and the content necessary to improve reading instruction for reading teachers. Policy recommendations include requiring teacher education institutes to align curriculum and course requirements with research-based standards for teaching reading and requiring states to align teacher testing for each consecutive stage of certification/licensure to research-based standards for teaching reading. A sidebar presents four critical areas that must be addressed to promote effective preservice and inservice teacher training programs (e.g., understanding the psychology of reading development and knowledge of language structure and its application). (Contains 14 references.) (SM)

ED 464 042 SP 040 596

Reference Guide for Integrating Curriculum, 2001-2002. Grade 6.
PUB DATE- 01
NOTE- 37p.; For the grade 7 curriculum, see SP 040 597.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Madgirl in the Classroom" (Lyn Mikel Brown); (10) "How Girls Negotiate School" (American Association of University Women); (11) "Course-Taking Patterns" (American Association of University Women); (12) "Breaking the Barriers: The Critical Middle School Years" (Beatriz Chu Clewell); (13) "Misreading Masculinity: Speculations on the Great Gender Gap in Writing" (Thomas Newkirk); (14) "Girls and Design: Exploring the Question of Technological Imagination" (Margaret Honey, Babette Moeller, Cornelia Brunner, Dorothy Bennett, Peggy Clements, and Jan Hawkins); (15) "Educational Software and Games: Rethinking the 'Girls' Game'" (American Association of University Women); (16) "The Evaded Curriculum" (American Association of University Women); (17) "Sexuality, Schooling, and Adolescent Females: The Missing Discourse of Desire" (Michelle Fine); (18) "Bullying as Sexual Harassment in Elementary Schools" (Nan Stein); (19) "How Early Vulnerability Becomes Bad Behavior: Hurt Little Boys Become Aggressive Big Boys" (James Garbarino); (20) "Striking Back: Sexual Harassment at Weston" (Peggy Orenstein); (21) "Boys to Men: Questions of Violence" (Harvard Education Letter); (22) "Diversity in Girls' Experiences: Feeling Good about Who You Are" (Sumru Erkut, Jacqueline P. Fields, Rachel Sing, and Fern Marx); (23) "School Rules" (Janie Ward); (24) "Characteristics of Communities Affecting Participation/Success" (Angela Ginorio and Michelle Huston); (25) "Naughty by Nature" (Ann Arnett Ferguson); (26) "Examining Women's Progress in the Sciences from the Perspective of Diversity" (Beatriz Chu Clewell and Angela B. Ginorio); (27) "Single-Sex Education in Grades K-12: What Does the Research Tell Us?" (Pamela Haag); (28) "Single-Sex vs. Coeducational Schools"(Valerie Lee); (29) "Why Johnny Can't, Like, Read and Write" (Christina Hoff Sommers); (30) "What's Sex Got To Do with It? Simplistic Questions, Complex Answers" (Patricia B. Campbell and Ellen Wahl); and (31) "Anita Hill Is a Boy: Tales from a Gender-Fair Classroom" (Peggy Orenstein). (Papers contain references.) (SM)

ED 464 062 SP 040 662

Tirri, Kirsi A.; Tallent-Runnels, Mary K.; Adams, Aida M.; Yuen, Mantak; Lau, Patrick S. Y.
Cross-Cultural Predictors of Teachers' Attitudes toward Gifted Education: Finland, Hong Kong, and USA.
PUB DATE- 02
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Cultural Differences; *Cultural Influences; Elementary Secondary Education; Foreign Countries; Student Teachers; *Teacher Attitudes
IDENTIFIERS- *Finland; *Hong Kong

This study investigated teachers' culture-dependent attitudes toward gifted education. A group of 147 Finnish teachers, 214 Hong Kong teachers, and 160 American teachers (preservice teachers, regular classroom teachers, and teachers of gifted students) completed an attitude toward gifted education scale. Researchers used the resulting data to examine the relationship of attitude to variables such as age, gender, having a gifted family member, and respondent giftedness. The study focused on the relationship between teachers' attitude and culture.

Seventy percent of principals hiring Central's graduates considered the teachers they hired well prepared, though they considered their competence less than strong. Alternative certification graduates considered themselves strong in all standards, though the principals who hired them considered them less strong in the standards. (SM)

ED 464 082 SP 040 698

Black, Caren
Get Over It! Education Reform Is Dead. Now What?
PUB DATE- 02
NOTE- 84p.; Illustrations by Rick Charvet.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Size; *Educational Change; Elementary Secondary Education; Public Education
IDENTIFIERS- Open Systems Theory; *Reform Efforts

This book shares what one educator learned as a teacher and administrator in public and private schools and business, examining where the country is in the process of reforming public education and suggesting that it is tired out from so many reform efforts. It notes that new programs often suffocate under the latest federal, state, or district focus, and despite major efforts by dedicated people, things have a way of going back to where they were. It points out that, when it comes to education, Americans have done considerable complaining, explaining, reforming, and spending without the desired effect. The book develops a theory as to why this is true and offers a framework for change. Interweaving ideas from systems studies, science, business, and the arts, the book recommends leaving the current frame of public education and taking an unconventional look at other forms of education currently available (e.g., charter schools). Nine chapters examine: (1) "Where Are We?"; (2) "Box? What Box?"; (3) "Class Size Reduction: An Example of Major School Reform"; (4) "Now What?"; (5) "Enter: Theseus"; (6) "The Parallel Systems Concept"; (7) "Defining Open Systems"; (8) "Open Systems Components"; and (9) "21st Century Contextual Considerations." (Contains 32 references.) (SM)

ED 464 083 SP 040 699

Hoover, Maya Frieman; Frieman, Barry B.
Using a Formal Agreement To Enhance the Mentoring Process: A Prescription for Success.
PUB DATE- 02
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Contracts; Elementary Secondary Education; Higher Education; *Mentors; Power Structure; Preservice Teacher Education; Student Behavior; Student Responsibility; Student Teachers; Teacher Behavior; Teacher Responsibility; Teacher Student Relationship; Trust (Psychology)
IDENTIFIERS- Boundaries; Professionalism; *Protege Mentor Relationship; Respect

contributed to higher test scores, were the same across the three school levels. The most important factor, according to those interviewed, was the commitment and dedication of all teachers and administrators to do whatever was needed to improve student learning. Some decision-level of staff development was identified as being helpful, but decentralized or building-level training was found to be just as effective, or more so, because it was directly related to the needs of teachers. Also effective was a strong, clear, in-depth focus on specific areas with a common theme. Test scores, teacher input, small group collaboration, and a culture of support and success were also important contributors to improved achievement. (SLD)

ED 464 104 TM 033 785

King, Jason E.
Logistic Regression: Going beyond Point-and-Click.
PUB DATE- 02
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). Contains small type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; *Computer Software; Discriminant Analysis; Literature Reviews; *Regression (Statistics)
IDENTIFIERS- *Statistical Analysis System; *Statistical Package for the Social Sciences

A review of the literature reveals that important statistical algorithms and indices pertaining to logistic regression are being underused. This paper describes logistic regression in comparison with discriminant analysis and linear regression, and suggests that some techniques only accessible through computer syntax should be consulted in evaluating logistic regression models. A heuristic dataset is used throughout the study to make the discussion complete, and logistic regression concepts are linked to the interpretation of results from a sample dataset. Statistical Analysis System and Statistical Package for the Social Sciences syntax files are provided for all the analyses described. The comparison shows the utility of logistic regression and the conditions under which it is more robust. Four appendixes contain the statistical package syntax examples. (Contains 4 tables, 4 figures, 6 endnotes, and 35 references.) (Author/SLD)

ED 464 105 TM 033 786

Scarloss, Beth
Assessing Complex Academic Performance at the Group Level.
PUB DATE- 02
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Elementary School Students; *Evaluation Methods; *Grade 6; Group Activities; *Groups; Intermediate Grades; *Student Evaluation
IDENTIFIERS- *Complex Instruction

ED 464 124 TM 033 805

Fan, Xitao
Attenuation of Correlation by Measurement Unreliability and Two Approaches for Correcting the Attenuation.
PUB DATE- 02
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; Measurement Techniques; Monte Carlo Methods; *Reliability; Simulation
IDENTIFIERS- Confirmatory Factor Analysis; *Correction for Attenuation

This study focused on the issue of measurement reliability and its attenuation on correlation between two composites and two seemingly different approaches for correcting the attenuation. As expected, Monte Carlo simulation results show that correlation coefficients uncorrected for measurement error are systematically biased downward. For the data conditions examined, the two correction approaches provided not only nearly identical and unbiased means, but also near identical confidence intervals for the sampling distribution of the corrected correlation coefficients. The highly comparable results suggest that these two approaches work equally well for these data. It is pointed out that the confirmatory factor analysis modeling approach may be less applicable because of more difficult data conditions at the item level in research practice. The findings point to the importance of reporting measurement reliability information whenever possible. The findings further suggest that correction for attenuation be considered when information about score reliability is available. (Contains 2 tables, 5 figures, and 14 references.) (Author/SLD)

ED 464 125 TM 033 806

Fan, Xitao
Power of Latent Growth Modeling for Detecting Group Differences in Linear Growth Trajectory Parameters.
PUB DATE- 02
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Groups; Sample Size; Simulation; *Statistical Bias; *Structural Equation Models
IDENTIFIERS- *Latent Growth; Power (Statistics)

This simulation study focused on the power of detecting group differences in linear growth trajectory parameters within the framework of structural equation modeling (SEM) and compared this approach with the more traditional repeated measures analysis of variance (ANOVA) approach. Three broad conditions of group differences in linear growth trajectory were considered. SEM latent growth modeling consistently showed higher statistical power for detecting group differences in the linear growth slopes than repeated measures ANOVA. For small group differences in the growth trajectories, large sample size to which the report card grades of Quality Counts 2002, prepared by Education Week, were intercorrelated with and predicted by demographic factors among many states. The researchers used four grades from Quality Counts 2002 and five demographic factors. Few intercorrelations were found among Quality Counts 2002 grades, which suggested that the report cards are comprehensive. The multiple regression equations show that demographic factors account for from 4% to 66% of the variance in Quality Counts 2002 grades. This suggests that the report cards are moderately functional, i.e., they have potential to guide policy development. It is concluded that the Quality Counts report cards are useful for provoking discussion but not for resolving educational policy disputes. (Contains 2 tables and 32 references.) (Author/SLD)

ED 464 146 TM 033 830

Hoban, Gary; Neu, Beverly; Castle, Sidney R.
Assessment of Student Learning in an Educational Administration Online Program.
PUB DATE- 02
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). Colored figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Faculty; Distance Education; *Educational Administration; Educational Quality; *Graduate Students; Graduate Study; Higher Education; *Online Courses; Student Attitudes; *Student Evaluation; Student Surveys; Teacher Attitudes

This study was conducted to determine how to know what online students learned in an educational administration program and whether it was comparable to what students learned in traditional (on ground) classes. The focus was on the educational administration program at National University, California. Surveys of 21, 47, and 11 online students were completed to measure consistency of student attitude toward online learning in relation to traditional courses. Scores on a comprehensive exit examination were compared for on-ground (n=125) and online (n=11) students. Students were also asked to assess their own learning in both conditions. Nine online instructors completed a survey that gave their perspectives of the online courses and their effects on students. Results suggest a high degree of comparability in the quality and rigor of the online and on-ground educational administration courses. Online students were generally satisfied with the quality of instruction in their program, Students in both types of courses performed comparably academically. Online instructors were quite positive about the educational administration program. Overall, findings show that students enrolled in online courses, even if they have concerns, like the flexibility the course gives them and plan to take more courses in this form. (Contains 11 tables, 8 graphs, and 15 references.) (SLD)

ED 464 147 TM 033 832

Zhang, Chi
Student USMLE Step One Preparation and Performance.
PUB DATE- 02
NOTE- 10p.; Paper presented at the Annual Meeting of the American

2000).
PUB DATE- 00
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Persistence; *Dropout Prevention; *Dropout Programs; Dropout Rate; Dropouts; Hearings; Higher Education; Public Schools; Secondary Education
IDENTIFIERS- Congress 106th; New Mexico (Albuquerque)

This hearing, which occurred at New Mexico Technical Vocational Institute, Albuquerque, New Mexico, heard from state and local officials about what was working and not working in education. Included are statements on dropout prevention by Congressional representatives and by the Deputy Director of the New Mexico Children, Youth, and Families Department Early Care Prevention and Intervention Division; the Deputy Director of the Emmanuel Baptist Child Development Center and Academy, Farmington, New Mexico; the Director of the Albuquerque Partnership, Albuquerque, New Mexico; the Dean of the College of Education, University of New Mexico; the President of Youth Development, Incorporated, Albuquerque, New Mexico; the Director of the Center for Teacher Education, University of New Mexico; the Associate Superintendent of Albuquerque Public Schools, New Mexico; the President of Roger Cox and Associates, Albuquerque, New Mexico; an educational consultant from Albuquerque, New Mexico; a Danforth Fellow at the University of New Mexico Sierra Alternative Program; a student at the Sierra Alternative Program; and a mother from Albuquerque, New Mexico. Statements, letters, and presentations are appended. (SM)

ED 464 166 UD 034 937

Focus on Children II: Boston's Education Reform Plan, 2001-2006.
PUB DATE- 01
NOTE- 26p.; Adopted by the Boston School Committee, April 25, 2001. For "Focus on Children. A Comprehensive Reform Plan for the Boston Public Schools," see ED 408 393.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Educational Change; Educational Quality; Elementary Secondary Education; Faculty Development; Literacy Education; Mathematics Education; Partnerships in Education; Public Schools; Student Evaluation; Urban Schools
IDENTIFIERS- Boston Public Schools MA; Reform Efforts

In recent years, the Boston Public Schools have generated many successful changes in practice and produced significant improvements in student results, focusing on the improvement of teaching and learning to enable all students to achieve high standards of performance. Steps supporting standards-based reform were taken in the areas of teaching and learning, school choice, technology, investment in educators, resources, and support. Focus on Children established a new emphasis on high standards. The city's leadership united in pursuing ambitious goals. Teachers expressed commitment to improving instructional practice as the key to student achievement. The community is strongly engaged in schools. The challenge for the future is to accelerate reform efforts across the board. The district will use high standards to drive instruction and professional development, draw on the resources and expertise of families and communities, and utilize student performance data to help

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Welfare; Employment Patterns; *Family Characteristics; *Females; Poverty; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Illinois (Chicago); Massachusetts (Boston); Temporary Assistance for Needy Families; Texas (San Antonio)

This paper reports the characteristics of women who have remained on Temporary Assistance for Needy Families (TANF) in Boston, Chicago, and San Antonio. Data come from the Three-City Study of 2,400 low income families with children. The study collected data on employment, income, family structure, and caregiver characteristics. Results indicate that these women have average employment rates of 18 percent and poverty rates of 85 percent. These compare to an employment rate among TANF leavers of about 60 percent and a poverty rate of about 70 percent. About 40 percent of stayers have less than a high school education, and many suffer from high levels of depression and domestic violence. These characteristics do not differ greatly from those of TANF leavers. They are more likely to report being in poor health than are leavers. Employed recipients have higher levels of education and better health than nonemployed recipients. They also have significantly higher income because their earnings are not fully offset by lower benefits. Nonemployed recipients nevertheless have higher incomes than nonemployed leavers, who have neither earnings nor TANF benefits. Two appendixes describe the Three-City Study and examine welfare policies in the three cities. (Contains 18 tables and 16 references.) (SM)

ED 464 185 UD 034 967

Czerwinski, Stanley J.
Homelessness: Improving Program Coordination and Client Access to Programs. Testimony before the Subcommittee on Housing and Transportation, Committee on Banking, Housing, and Urban Affairs, U.S. Senate.
PUB DATE- 02
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Coordination; Disadvantaged Youth; *Emergency Shelters; Family Health; *Federal Aid; Federal Government; *Federal Programs; *Homeless People; *Housing Needs; Low Income Groups
IDENTIFIERS- Access to Services; Barriers to Participation; Department of Housing and Urban Development

This testimony on federal assistance for homeless people is based on issued reports and testimony over recent years. It highlights: (1) the federal approach to assisting homeless people; (2) actions of the Department of Housing and Urban Development (HUD) to overcome coordination and administrative challenges posed by its homelessness programs; (3) inability of homeless people to access and use federal mainstream programs available to low income people generally; and (4) issues to address in considering future homelessness policies. Overall, the federal approach to assisting homeless people includes 50 programs administered by eight federal agencies (16 targeted for the homeless and the rest mainstream). Under the varying eligibility and funding requirements of HUD's four McKinney-Vento Act programs, HUD has been challenged to ensure adequate and a lack of connection between social service agencies and the Indian community. A follow-up project aimed to support the Indian community in identifying its own priorities for research and action. Eight focus groups were attended by 63 American Indian residents, community leaders, and program managers; all participants but one were American Indian women. Various themes emerged: (1) the need to bring together the entire St. Paul Indian community, which transcends neighborhood boundaries; (2) using American Indian gatherings as opportunities for cultural renewal and sharing of resources and information; (3) lack of services for Indian youth and the need for culturally specific youth programming to strengthen Indian values and combat substance abuse and violence; (4) the need for a multi-service community center for American Indians; (5) lack of transportation and childcare as barriers to Indian employment; and (6) lack of data on American Indians. Current initiatives include formation of an Indian Child Welfare Act group to address issues concerning out-of-home placements of Indian children, communication between county social services and Indian community leaders, and archdiocese plans to provide a community center building. Focus group recommendations and suggestions are summarized. (SV)

ED 463 910   RC 023 442

Rosebud Sioux Tribal Education Department & Tribal Education Code: External Evaluation. Final Report.
SPONS. AGENCY- Native American Rights Fund, Boulder, CO.; Carnegie Corp. of New York, NY.
PUB DATE- 99
NOTE- 32p.; Submitted to Rosebud Sioux Tribe.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian Education; Dropout Rate; Educational Administration; Elementary Secondary Education; *School Law; *Sioux (Tribe); Tribal Government; *Tribally Controlled Education
IDENTIFIERS- *Rosebud Reservation; South Dakota; Tribal Law

In 1990-91, the Rosebud Sioux Tribe (South Dakota) established a tribal education department (TED) and enacted a tribal education code. Following a regional overview of Indian educational history, this document describes development of the TED and code, tribal education initiatives, schools serving tribal students, and evaluation findings. The TED is an agency of the tribal government, administers and enforces the code, and reports annually on code compliance and student performance and needs. The TED has 2 staff positions--director and Lakota language specialist--and 11 associated staff. The code regulates all schools and education programs on the Rosebud Reservation, including public schools. Major areas of regulation are curriculum and education standards, parental and community involvement, alcohol and substance abuse education, and staffing and teacher training. The code asserts tribal sovereignty over the education of tribal members concurrently with applicable South Dakota law. Driven by specific needs and problems and by code goals, the TED has designed initiatives relating to truancy, Lakota language instruction, early intervention services for young children with disabilities, and parenting education. Among the major evaluation findings are: the TED is funded primarily by tribal revenues and is a widely recognized leader in Indian education; the TED is implementing the code and education initiatives collaboratively with tribal and nontribal educators, officials, and parents; and in the

PUB DATE- 02
NOTE- 26p.; Paper presented at the Annual Meeting of the American Education Finance Association (Albuquerque, NM, March 2002). Research conducted by Rutland Northeast Supervisory Union and supported by Rutland Regional Choice Collaborative, Rural School and Community Trust, and Vermont Society for the Study of Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *High Schools; Institutional Survival; *Rural Schools; Satisfaction; *School Choice; School Size; Socioeconomic Influences; *Student Attitudes; Student Surveys; Student Transportation

In the 1997-98 school year, the town school boards of rural Rutland County, Vermont, established a regional school choice collaborative. Key program features were limits on the number of choice students from each school; no exchange of money between school boards; a lottery to determine admission at schools with excess applicants; parent/student responsibility for student transportation; and provisions related to special education, athletics, and disciplinary issues. In view of current efforts in the Vermont legislature toward expanding school choice, this paper reports on the first 4 years of the Rutland program. Surveys were completed by 60 of the 63 school-choice students, who comprised about 2 percent of eligible students. About three quarters of respondents transferred from smaller to larger schools, and two thirds moved toward a school in the region's center. No competitive improvement effects were found for either the schools or the students in the program. The relationship between school quality (test scores) and popularity of choice was weak. Student reasons for transferring were about evenly distributed among attraction to new school, dislike of old school, and social factors. Almost all students were satisfied with the change, but their average grades (low B or high C) were unchanged. Students tended to choose schools in areas of higher income. Other than satisfaction, the program produced no benefits and, if the money followed the child, would threaten the existence of several small high schools. (Contains 16 endnotes and the student questionnaire.) (SV)

ED 463 929 RC 023 477

Kimonen, Eija; Nevalainen, Raimo
Towards Active Learning: A Case Study on Active Learning in a Small Rural School in Finland. Research Report .
PUB DATE- 02
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Active Learning; Case Studies; Constructivism (Learning); Cooperative Learning; Educational Change; *Educational Practices; Elementary Education; Foreign Countries; Multigraded Classes; Reflective Teaching; Rural Schools; School Community Relationship; *Small Schools; Student Projects
IDENTIFIERS- *Finland

As part of an international comparative study of active learning in seven countries, a case study examined active learning practices of students and teachers in a small rural school in Finland. Small schools have traditionally existed in the sparsely populated Finnish countryside, and 60 percent of

Science Study
This digest discusses the results of the Third International Mathematics and Science Study (TIMSS), conducted during the 1994-95 school year, in relation to teaching and suggests resources for further study. The digest includes a description of the study, data collection methods of the study, key results, and details of TIMSS-R, a repeat study conducted in 1999. Web resources on TIMSS and TIMSS-R are listed. (MM)

ED 463 949 SE 064 314

Haury, David L.
High School Biology Textbooks Do Not Meet National Standards. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Biology; High Schools; National Standards; *Science Education; Scientific Literacy; *Textbook Evaluation
IDENTIFIERS- ERIC Digests
This digest examines a recent study by Project 2061, which evaluated high school biology textbooks and their relationship to national standard to see if they could help students meet guidelines for scientific literacy. Suggestions for actions that teachers can take and resources for further study are included. (MM)

ED 463 950 SE 064 315

Haury, David L.
Studying Watersheds: A Confluence of Important Ideas. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Environmental Education; National Standards; *Science Education; Secondary Education; Water Resources
IDENTIFIERS- ERIC Digests
This digest explains how the study of watersheds can serve to connect concept and skill development across subject areas and grade levels for curriculum reform and standards-based assessment. Specific resources are organized into watersheds in the curriculum, connections to National Standards, watershed concepts and activities, watershed education programs and materials, and watershed resources on the Web. (MM)

ED 463 951 SE 064 316

Ozgun-Koca, S. Asli
Using Spreadsheets in Mathematics Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00

uncover knowledge about the relationships between secondary science and mathematics teacher preparation, new teacher knowledge, beliefs, performance, and student learning outcomes. This package provides instruments to document the change process as institutions alter their teacher education programs by building on findings from the Salish I Research Project. Included are procedural recommendations, questionnaires, interview protocols, and coding schemes that can be used to study a beginning teacher for a school year or over a series of years. (MM)

ED 463 975 SE 066 046

The Federal Role in K-12 Mathematics Reform. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce, House of Representatives, One Hundred Sixth Congress, Second Session (February 2, 2000).
PUB DATE- 00
NOTE- 252p.; Joint with the Subcommittee on Postsecondary Education, Training and Life-Long Learning.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Hearings; *Legislation; *Mathematics Education; National Standards; Program Evaluation; Public Policy
IDENTIFIERS- Congress 106th

This hearing focuses on the federal role in K-12 mathematics reform. Prepared statements are provided from: Michael N. Castle, Chairman, Subcommittee on Early Childhood Youth, and Families; Dale E. Kildee, Ranking Member, Subcommittee on Early Childhood Youth, and Families; Howard P. "Buck" Mckeon, Chairman, Subcommittee on Postsecondary Education, Training and Life-Long Learning; Matthew G. Martinez, Ranking Member, Subcommittee on Postsecondary Education, Training and Life-Long Learning; Judith S. Sunley, Interim Director, Office of Education and Human Resources, National Science Foundation; Kent McGuire, Assistant Secretary, Office of Education Research and Improvement, U.S. Department of Education; James Milgram, Professor of Mathematics, Stanford University; Mark Schwartz, Parent; Susan Sarhady, Parent; James Rutherford, Education Advisor to the Executive Officer, American Association for the Advancement of Science. Additional materials submitted for the record, such as a report on a survey of graduating students from a particular class concerning how their high school mathematics program prepared them for college, are also included. (MM)

ED 463 976 SE 066 047

Examining the National Environmental Education Act. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce, House of Representatives, One Hundred Sixth Congress, Second Session (June 27, 2000).
PUB DATE- 00
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Hearings; *Legislation; Public Policy
IDENTIFIERS- Congress 106th; *National Environmental Education

Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Ancient History; *Archaeology; Childrens Literature; Creative Activities; Elementary Education; *Social Studies
IDENTIFIERS- Artifacts; Information Books; *Prehistoric Times

This book provides 25 activities giving children hands-on archeological experience, teaches how archaeologists work, and shows what they have discovered from digging up prehistoric bones between the time when dinosaurs roamed the earth to the uncovering of modern artifacts at a contemporary office building. Ancient civilizations come to life as children see how archaeology uncovers the mysteries of the past. It allows children to read about many ancient civilizations like the Babylonian, the Shang Dynasty, and the Sumerians. Students discover how the great Egyptian pyramids were built and how the lost city of Troy was finally found. (Contains sidebars, maps, photographs, illustrations, a glossary of terms, a detailed timeline, and a related Web sites section.) (BT)

ED 463 997 SO 033 694

Kentucky Core Content for Social Studies Assessment.
PUB DATE- 99
NOTE- 45p.; For the Arts and Humanities Assessment, see SO 033 695.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Citizenship; Civics; Core Curriculum; Cultural Context; Economics; Elementary Secondary Education; *Evaluation Criteria; Geography; History; *Public Schools; *Social Studies; *State Standards; Student Educational Objectives; *Student Evaluation
IDENTIFIERS- *Kentucky

The goal of Kentucky social studies education is to help students become contributing, participating, and knowledgeable citizens. To achieve this goal, students must know, understand, and apply the content and concepts of the various sub-disciplines of social studies (government and civics, history, geography, economics, culture and society). This assessment document is a companion document to the "Program of Studies for Kentucky's Schools," which outlines the curriculum for social studies at each grade level. In this assessment document, the charts of content are organized into five areas based on the seven Academic Expectations for social studies. Each of the five areas is further organized around three to four assertions or broad content statements. The same assertions are used across the grade level clusters (elementary assessment at grade 5, middle level assessment at grade 8, and high school assessment at grade 11). Bullets under each assertion highlight the grade level differences. The bullets are generally aligned across grade level clusters to show the spiraling curriculum of social studies where a concept is introduced in elementary school and developed in middle and high school. Some bullets contain additional information in parentheses. As teachers use the "Core Content for Social Studies Assessment" to make curricular decisions, it recommends they incorporate all five strands of the social studies. Each Core Content Statement is coded with a reference to part of the Core Content for Social Studies Assessment. Codes of SS (social studies), E (elementary), M (middle school), and H (high school) indicate the grade level at which Kentucky students should know this content for assessment. Numbers in the code indicate the social studies strand and its relationship to the assertions within a strand.

*Economics Education; Secondary Education; Social Studies; Student Educational Objectives
IDENTIFIERS- *Economic Concepts; National Standards Project in Economics; Origami

This lesson plan was developed through "Economics International," an international program to help build economic education infrastructures in the emerging market economies. It provides a lesson description; economic concepts; content standards and benchmarks; related subject areas; instructional objectives; time required for lesson completion; materials needed; a detailed step-by-step procedure; closure activities; assessment questions; and extension exercises. The lesson also contains three activity sheets. Students become workers with the choice of producing an origami cup or an origami box and participate in two production rounds, one with training and one without training. (BT)

ED 464 022 SO 033 786

Landfried, Janet
A Lesson about the Circular Flow. Active Learning Lessons. Economics International.
PUB DATE- 02
NOTE- 16p.; For additional "Active Learning Lessons," see SO 033 779-785.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Curriculum Enrichment; *Economics; *Economics Education; Secondary Education; Social Studies; Student Educational Objectives
IDENTIFIERS- *Circular Flow Model; Economic Concepts; National Standards Project in Economics

This lesson plan was developed through "Economics International," an international program to help build economic education infrastructures in the emerging market economies. It provides a lesson description; appropriate grade level; economic concepts; content standards and benchmarks; related subjects; instructional objectives; time required for lesson completion; materials needed; a detailed step-by-step procedure for classroom implementation; assessment exercises; and extension readings. The lesson also contains a visual and two activity sheets. Students develop the circular flow model of economic activity, acting as members of a family who move through the economy and are involved in all components of the circular flow. (BT)

ED 464 023 SO 033 788

Nessel, Paula A.
Youth Courts in Law-Related Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Childrens Rights; Citizenship Education; Civics; *Court Role; Educational Benefits; *Law Related Education;

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Grade 6; *Integrated Curriculum; Middle Schools
IDENTIFIERS- *North Carolina

This reference guide is designed to help sixth grade teachers plan for instruction and provides all of the goals and objectives in one document. The guide can be used to link instructional objectives across disciplines, plan integrated units, and assist in assessing student progress over time. Only the very basic components of each discipline included in the Standard Course of Study are incorporated in this publication. Goals and objectives are presented for language arts; mathematics; science; social studies; healthful living; arts education; second language; computer/technology skills; information skills; exploring career decisions; keyboarding; and guidance. Middle grades contacts are listed. (SM)

ED 464 043 SP 040 603

Richards, Janet C.
What Do Teachers and Their Students Think and Know about Reading? An Exploratory Study.
PUB DATE- 01
NOTE- 32p.; Paper presented at the European Conference on Reading (12th, Dublin, Ireland, July 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Uses in Education; Elementary Secondary Education; *Reading Instruction; *Reading Strategies; Student Attitudes; Teacher Attitudes; Teaching Methods
IDENTIFIERS- Mississippi; Teacher Knowledge

This study examined teachers' beliefs and knowledge about reading, their reading pedagogy, and their students' conceptions of reading. Participants were 24 elementary and secondary teachers and 144 of their students. All participants completed individual interviews and the Theoretical Orientation to Reading Profile. Results indicated that only two teachers were members of the International Reading Association. School district-mandated reading programs had a strong impact on teachers' beliefs about reading and reading instruction. There were glaring gaps and inconsistencies in teachers' knowledge about reading instruction. For example, although teachers taught vocabulary and sequencing and relied on discussion questions offered at the end of stories, only one teacher mentioned reading comprehension strategies. Teachers tended to equate teaching reading comprehension with testing. Most students said they would ask their teacher or peers for help rather than using specific reading comprehension strategies to aid comprehension. Teachers did not mention culturally responsive teaching. Only 4 teachers mentioned reading discussion groups, and all 144 students reported having no book clubs in their schools. Teachers did not mention a daily reading-writing connection. Only one teacher mentioned computer technology, though most students had considerable computer knowledge. Many teachers were unable to clearly explain their beliefs about literacy teaching and learning. (Contains 49 references.) (SM)

ED 464 044 SP 040 616

Fallon, Moira A.; Brown, Susan C.
From Student Teaching into a Profession: One Model for Guiding

Bayesian predictive discriminant analysis demonstrated cultural differences. The variable, "there are no gifted children in our school," was the most discriminating item on the questionnaire. American and Finnish teachers both strongly disagreed with this item, while Hong Kong teachers disagreed less strongly. The second most discriminating variable, "the gifted should spend their spare time helping those who progress less rapidly," was supported most strongly by Hong Kong teachers, while American teachers had varying attitudes and Finnish teachers had two opposing attitudes. On the third most discriminating variable, "all children are gifted," Hong Kong teachers differed from the western teachers by strongly disagreeing. The study instrument is appended. (Contains 17 references.) (SM)

ED 464 063 SP 040 663

Brimijoin, Kay; Alouf, James; Chandler, Kimberly
Into the Mixing Bowl: Combining Mentors, Novices, and Differentiation.
PUB DATE- 02
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *College School Cooperation; Diversity (Student); Elementary Secondary Education; Faculty Development; Higher Education; *Mentors; Partnerships in Education; Preservice Teacher Education; Student Teachers; Teacher Collaboration; *Teacher Competencies; Teaching Skills
IDENTIFIERS- Differentiation; Virginia

This study evaluated a school-college partnership that combined mentors and novices in reform-based professional development for building expertise in mentoring and differentiating curriculum and instruction. Participants were clinical faculty/mentor teachers, administrators, inservice teachers, and preservice teachers who completed a 3-credit course and follow-up summer workshop. Clinical faculty/mentor teachers responded to pre- and post-surveys about their work in summer courses and workshops and mentoring duties during the school year. Preservice and inservice teachers completed pre- and post-surveys about their work in the differentiation study group. Researchers completed a case study of one preservice and one inservice teacher during 12 weeks of intern teaching. Mentoring beginning teachers was very complex. When faced with the challenges of diverse classrooms, even clinical faculty/mentor teachers often operated in "survival mode" as much as they had in their first year of teaching. In order to move clinical faculty/mentor teachers from survival mode to a level of competence and to facilitate the forced maturation of student teachers when faced with meeting individual, diverse student needs, mentors, novices, and differentiation were joined in a best practice, professional development mix. The use of preservice and inservice teacher experiences and evaluations over time to intensify the focus of professional development suggested new dimensions for building expertise in mentoring and differentiation. (Contains 17 references.) (SM)

ED 464 064 SP 040 666

Whitener-Lepanto, Vicki; Harroff, Bill
Preparing Pre-Service Teachers for Tomorrow: Is Visual Literacy a Necessary Component?
PUB DATE- 02
NOTE- 9p.; Paper presented at the Annual Meeting of the American

This paper examines the mentoring relationship between preservice and practicing teachers, noting the importance of using a formal agreement to enhance the process. This agreement helps avoid the problem of conflicting expectations between the two parties. Information for the paper comes from case studies derived from mentoring student teachers and music education students and from interviews with mentees. The paper includes a list of 12 proactive behaviors for mentors to follow and a list of 12 behaviors for mentees. The proposed 12 points spell out the obligations and responsibilities of each party. These behaviors are in the areas of respect and trust, power, boundaries, and professionalism. The paper suggests that using such a mentoring agreement will help both student and professor enter the mentoring experience with realistic expectations. (Contains 12 references.) (SM)

ED 464 084   SP 040 700

O'Connor, Ken
How To Grade for Learning: Linking Grades to Standards. 2nd Edition.
PUB DATE- 02
NOTE- 304p.; Foreword by Rick Stiggins.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Academic Standards; Elementary Secondary Education; *Grades (Scholastic); *Grading; Higher Education; Report Cards; *Student Evaluation; Teacher Student Relationship

This book presents guidelines to help teachers design and conduct grading practices that help students feel in control of their own academic success. After an introduction, the 12 chapters are: (1) "Linking Grades"; (2) "Using Performance Standards"; (3) "Grading Individual Achievement"; (4) "Sampling Student Performance"; (5) "Changing Grades"; (6) "Crunching Numbers"; (7) "Quality Assessment and Keeping Records"; (8) "Communicating with Students about Grades"; (9) "Putting It All Together" (grade book and checklists); (10) "More Grading Issues" (grading systems, grading exceptional students, computer grading programs, calculating grade point averages, other legal issues, and grading policy); (11) "Communicating Student Achievement to Others" (report cards, expanded format reporting, informal communications, and student-involved conferencing); and (12) "The Way Ahead" (de-emphasizing traditional grades, demystifying the entire process, focusing on the learning process, and focusing on individual student progress). Each chapter presents purposes and key elements of the guideline and examines the bottom line. At the end of each chapter, a reflective activity asks readers to think about the guideline and its importance and meaning to them. Three appendixes include a glossary, guidelines for grading in standards based systems, and a proposed grading policy. (Contains 145 references.) (SM)

ED 464 085   SP 040 701

Cornett, Lynn M.; Gaines, Gale F.
Quality Teaching: Can Incentive Policies Make a Difference?
PUB DATE- 02
NOTE- 22p.

This study was a secondary analysis of data collected by staff of the Program for Complex Instruction (PCI). The purpose of the larger study was to investigate the effect on learning gains of having students know the content and performance standards on which they will be judged as well as the effect of using evaluation criteria. This study looks at the 39 student groups, a total of 163 sixth graders, involved in the PCI study. The focus was on whether group performance is a valid measure of academic performance at the group level. The groups were heterogeneously composed on the bases of gender, ethnicity, and academic achievement, and they remained stable throughout the course of the focal unit. Groups completed 5 instructional activities in 5 days. All of the teachers were skilled Complex Instruction teachers who had worked with PCI in the past. Regression analysis and correlational findings show that group performance scores are a valid measure of academic performance at the group level. Data show that the group measure is as fair a measure of academic performance as aggregating individual performance. The evidence confirms that group level analysis can be done successfully for conceptual academic concept. Attachments contain scoring rubrics and activity sheets for two group activities. (SLD)

ED 464 106 TM 033 787

Benjamin, Jane; Petersen, Naomi Jeffery; Sink, Chris; Walker, Brenda
A Follow-Up Study of "Teacher Beliefs Survey": A Psychometric Investigation of the Instrument and Its Educational Implications.
PUB DATE- 02
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Beliefs; *Construct Validity; Elementary Secondary Education; School Personnel; Sex Differences; *Teacher Attitudes; *Teachers; Teaching Experience; Volunteers
IDENTIFIERS- Teacher Beliefs Study

The construct validity of the revised Teacher Beliefs Survey (TBS) (S. Woolley and A. Woolley, 1999) was examined, and the populations that can use this instrument reliably were explored in this study. The TBS was designed to identify the dimensions of classroom practices. The revised instrument, which contained additional subscale items, was administered to 446 educators from preschool through grade 12, including preservice and inservice teachers, classroom and non-classroom noncertified staff, support personnel, administrators, and volunteers. The results show a different structure of the TBS within different subgroups, suggesting that the different subgroups interpreted the items differently. Males and females also tended to interpret the items differently, and educators in different phases of professional development (preservice or inservice) had different perceptions of their teaching. The study recommends further refinement of the instrument for increased construct validity. (SLD)

ED 464 107 TM 033 788

Benjamin, Jane; Chen, Yih-Lan E.; Walker, Brenda (e.g., N 500) is typically required for adequate statistical power. For medium or large group differences, moderate or small sample size is usually sufficient for adequate power. Some future research directions are discussed. (Contains 2 figures, 8 tables, and 16 references.) (Author/SLD)

ED 464 126   TM 033 808

Dillow, Sally, Ed.
Education Statistics Quarterly, Winter 2001.
PUB DATE- 02
NOTE- 121p.; Published quarterly. Individual articles also cited in "Current Index to Journals in Education" (CIJE). For the individual articles, see TM 524 181-196.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; *Adult Education; Educational Research; *Elementary Secondary Education; *Higher Education; National Surveys; *Parent Participation; *Research Methodology; School Statistics
IDENTIFIERS- Condition of Education (NCES); National Center for Education Statistics; *National Household Education Survey

This publication provides a comprehensive overview of work done across all parts of the National Center for Education Statistics (NCES). Each issue contains short publications, summaries, and descriptions that cover all NCES publications and data products released in a 3-month period. Each issue also contains a message from the NCES on a timely subject and a featured topic with invited commentary. The articles in the first section, Featured Topic: National Household Education Surveys Program, are: (1) "Efforts by Public K-8 Schools To Involve Parents in Children's Education: Do School and Parent Reports Agree?" (Xianglei Chen); (2) "Participation Trends and Patterns in Adult Education: 1991 to 1999" (Sean Creighton and Lisa Hudson); (3) "Household Data in the Federal Statistical System: The Role of the National Household Education Surveys Program" (Susan Schechter); and (4) "When School Surveys Just Aren't Enough: Uses of the National Household Education Surveys Program" (David B. Bills). The second section, Elementary and Secondary Education, contains: (5) "The Nations Report Card: Science Highlights 2000" (National Center for Education Statistics); (6) "Assessing the Best: NAEP's 1996 Assessment of Twelfth-Graders Taking Advanced Science Courses" (Christine Y. O'Sullivan and Wendy S. Grigg); (7) "Dropout Rates in the United States: 2000" (Phillip Kaufman, Martha Naomi Alt, and Christopher D. Chapman); (8) "Indicators of School Crime and Safety: 2001" (Phillip Kaufman, Xianglei Chen, Susan P. Choy, Katharin Peter, Sally A. Ruddy, Amanda K. Miller, Jill K. Fleury, Kathryn A. Chandler, Michael G. Planty, and Michael R. Rand); and (9) "Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 1999-2000" (Beth Aronstamm Young). Postsecondary Education, the third section, contains: (10) "Institutional Policies and Practices: Results from the 1999 National Study of Postsecondary Faculty, Institution Survey" (Andrea Berger, Rita Kirshstein, and Elizabeth Rowe). The next section, Lifelong Learning, contains: (11) "Adult Literacy and Education in America" (Carl F. Kaestle, Anne Campbell, Jeremy D. Finn, Sylvia T. Johnson, and Larry Mikulecky); (12) "English Literacy and Language Minorities in the United States" (Elizabeth Greenberg, Reynaldo F. Macias, David Rhodes, and Tsze Chan). The section on Libraries contains: (13) "State Library Agencies: Fiscal Year 2000" (P. Elaine Kroe, Patricia Garner,

Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Curriculum; Higher Education; *Licensing Examinations (Professions); Medical Education; *Medical Students; *Test Coaching
IDENTIFIERS- Kaplan Educational Centers; *United States Medical Licensing Examination

This study investigated factors associated with medical students performance on the United States Medical Licensing Examination (USMLE) Step One examination. The USMLE Step One emphasizes basic mechanisms and principles that are typically covered in the first 2 years of medical school. The study examined the relationship among student performance on Step One, academic achievement in medical school, and the preparation method for Step One. It also examined students perceptions of the efficacy of the medical school curriculum in preparing for Step One and compared preparation course participants and nonparticipants on their perceptions of preparedness for Step One. The study was conducted at the University of Miami School of Medicine, Florida, and all students who participated in a commercial preparation course took the Kaplan course. One hundred medical students (68% of the sample) responded to the survey, and of these, 32 students said they were preparation course participants. Student records were available for 135 students. Of the 143 class members, 97% passed Step One on the first try. Academic achievement was an important factor related to Step One performance. The commercial test preparation course was well received by the students, but student performance was not enhanced by participating in the Kaplan course. Students thought the curriculum had prepared them well for Step One, but those who participated in a commercial preparation course thought it had been valuable. (SLD)

ED 464 148 TM 033 833

Taylor, Alison
Credentialing the High School.
PUB DATE- 02
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Bound Students; *Credentials; *Employment Qualifications; *Equal Education; Foreign Countries; *High Schools; Job Skills; *Vocational Education
IDENTIFIERS- *Alberta

In Canada, as in other countries, there has been increasing interest in developing the employability skills of students during compulsory education. While the notion of certifying skills does not necessarily translate into greater interest in differentiating the high school credential, the number of credentials offered in Alberta high schools has grown in recent years. This paper examines the increased interest in credentialing the Alberta high school focusing on these trends and their probable effect. Theoretical influences behind the credentialing trend are outlined, and a number of academic and teachers and administrators identify what is working and where changes are needed. Six essentials for whole school improvement are emphasizing literacy and mathematics; using student work and data to identify student needs, improve instruction, and assess progress; providing professional development for teachers and principals to improve instruction; identifying and replicating best practices for instruction; aligning resources with instructional focus; and engaging families and communities in whole school improvement. (SM)

ED 464 167   UD 034 938

Lacey, Candace H.; LeBlanc, Patrice R.
Advocacy for All: A 21st Century Community Learning Center for At-Risk Students.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Teacher Educators (81st, New Orleans, LA, February 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *After School Programs; Attendance Patterns; Elementary Education; *High Risk Students; *Interpersonal Competence; Literacy Education; Mathematics Education; Program Evaluation; *Student Behavior; Urban Schools
IDENTIFIERS- Palm Beach County Schools FL

In spring 1999, the Palm Beach County, Florida, Public Schools implemented an after school program designed to improve students' behavior, school attendance, and academic achievement. The program targeted 63 at-risk students in a high-needs elementary school. Students were identified as having behavioral and/or academic problems. Participants completed a 27-day program with activities designed to provide opportunities to improve reading and math skills, develop positive social skills, share recreational activities, and share art and cultural experiences. Teachers participated by monitoring attendance and providing instruction. Analysis involved data on student demographics, academic achievement, attendance, and behavior. Results indicated that students' social skills development, report card grades, standardized test scores, and attendance were all positively impacted by attendance in the program. (Contains 30 references.) (SM)

ED 464 168   UD 034 939

Behrman, Richard E., Ed.
Children and Welfare Reform.
PUB DATE- 02
NOTE- 214p.; Theme issue. For volume 11, number 1, see ED 458 028.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Development; *Child Welfare; Children; Day Care; Early Childhood Education; Family Income; Fathers; Federal Legislation; Low Income Groups; Parent Participation; Parenting Skills; Research; Welfare Recipients; *Welfare Reform; *Welfare Services
IDENTIFIERS- Fertility

This issue of "The Future of Children" examines whether programs implemented by the federal welfare reform law accomplished the goal of reducing the number of children growing up in poor, single-parent families and whether these programs benefited coordination among programs without creating undue administrative burdens for states and communities. Homeless people are often unable to access federal mainstream programs because of the inherent conditions of homelessness and the structure and operations of the programs themselves. Consolidating HUD's McKinney-Vento programs could help reduce the administrative burden on HUD, though the government must also alleviate barriers faced by homeless people as they seek mainstream services. (SM)

ED 464 186   UD 034 971

Ascher, Carol; Echazarreta, Juan; Jacobowitz, Robin; McBride, Yolanda; Troy, Tammi; Wamba, Nathalis
Going Charter: New Models of Support. Year Two Findings from New York City's Charter Schools. Charter School Research Project.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Charter Schools; *Educational Finance; Elementary Secondary Education; *Financial Support; Partnerships in Education; Public Schools; Urban Schools
IDENTIFIERS- New York City Board of Education

This report synthesizes the year 2 findings of a 3-year qualitative study of autonomy, accountability, finance, and supports in New York City charter schools. In 2000-2001, the study sample included 10 schools (8 charter and 2 alternative schools considering charter status). Section 1 reviews the literature on supports provided to traditional public schools, analyzes the school district's role, reviews the literature on intermediary organizations, and examines studies on the relationship between charter schools and the private nonprofit and for-profit organizations partnering with them. Section 2 describes the research methodology. Section 3 maps the sources of support being built and used by charter schools in New York City and notes implications of these new support arrangements. Overall, the 10 study schools used a range of voluntary overlapping supports that added to the material and human resources available from their public funding. Policy recommendations include increasing funding for charter schools to the level received by other public schools, encouraging charter schools to draw on traditional public schools' and districts' services and expertise, and helping charter school educators and representatives from the private sector to work out issues of governance and authority. (Contains 16 references.) (SM)

ED 464 187   UD 034 973

Lin, Margaret Y.
Measuring Up: How Chicago's Charter Schools Make Their Missions Count.
SPONS. AGENCY- Chicago Community Trust, IL.; Lloyd A. Fry Foundation, Chicago, IL.; Polk Bros. Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 120p.; Also supported by Camalott Charitable Foundation, Kinship Foundation, Price Charitable Trusts, and Walton Family Foundation.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

past decade, dropout rates for tribal students have dropped dramatically, attendance rates have improved, but little progress has been made on student achievement levels. Recommendations address funding and staffing needs; issues of legal jurisdiction among tribal, state, and federal governments; and accountability. Data tables and figures detail dropout rates, performance indicators, and funding. (SV)

ED 463 911 RC 023 443

House, Deborah
Language Shift among the Navajos: Identity Politics and Cultural Continuity.
SPONS. AGENCY- American Philosophical Society, Philadelphia, PA.; Arizona Univ., Tucson. Dept. of Anthropology.
PUB DATE- 02
NOTE- 121p.; Also funded by University of Arizona, Graduate College.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; *American Indian Culture; *American Indian Education; Bilingual Education; *Cultural Maintenance; Culturally Relevant Education; Elementary Secondary Education; Ethnicity; Ideology; Language Attitudes; *Language Maintenance; Language Usage; Native Language Instruction; *Navajo; *Navajo (Nation); Nonformal Education; Social Environment
IDENTIFIERS- Cultural Change; Hegemony; *Language Shift

Despite public discourse affirming the importance of maintaining the Navajo language and despite extensive language maintenance efforts by Navajo schools, the Navajo people are experiencing a rapid shift from Navajo to English. This book draws on fieldwork conducted in the small community of Tsaile, on the Navajo Reservation in northeastern Arizona, and focuses on an ideological component in this language shift. Diverse and contradictory ideologies held by Navajo people about their subordination to the dominant American society have led to language and cultural choices and behaviors that contribute to this language situation and that will continue to erode the language. Language and cultural attitudes are organized around a dichotomy that represents the Navajos and the United States as essentialized opposites. The pervasive existence and consequences of the friction between the ideological positions represented by this dichotomy are substantiated through analysis of the contexts of language use by Navajos in their contemporary institutions, especially schools. The book suggests that the traditional Navajo paradigm valuing harmony and balance offers a way to acknowledge the conflicts and contradictions of life and to create a true and equal bilingualism/biculturalism. (Contains approximately 100 references.) (SV)

ED 463 912 RC 023 444

Helping Migrant, Neglected, and Delinquent Children Succeed in School. Hearing before the Committee on Education and the Workforce. House of Representatives, One Hundred Sixth Congress, First Session.
PUB DATE- 99
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Correctional Education; Delinquent Rehabilitation;

Finnish elementary schools have 1-3 teachers. Observation, document analysis, and interviews with teachers, students, and parents were conducted at a rural two-teacher school with 25 students in grades 1-6. The school began changing from a traditional to a more progressive school culture in the late 1980s. The transformation of the school's instructional goals and practices was promoted by constructivist conceptions of learning and by the new curriculum then emerging in Finland. Cooperation among members of the school community became more strongly emphasized. Students worked on projects in small mixed-age groups and cooperatively solved problems related to the task. During cooperation, students had an active role characterized by goal-oriented, self-assessment activity directed by metacognition. Students accessed information through various methods from sources inside and outside the school. The teacher, student, and parents evaluated student work. One teacher in the school sought to continuously develop himself, his teaching practices, and his teaching materials, and has been a change agent influencing school culture and other teachers. The teacher's active learning consisted of independent solving of everyday problems in school and of the active accessing of necessary knowledge and skills. (Contains 145 references and interview questions.) (SV)

ED 463 930   RC 023 485

Gouwens, Judith A.
Migrant Education: A Reference Handbook. Contemporary Education Issues.
PUB DATE- 01
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- Bilingual Education; Elementary Secondary Education; *Federal Programs; Information Sources; International Cooperation; *Migrant Education; *Migrant Programs; *Public Agencies; Summer Programs
IDENTIFIERS- Interstate Cooperation; *Migrant Education Program

This book presents an overview of the education of migrant farmworkers and their children in the United States. Chapter 1 describes characteristics of migrant workers and explains how conditions of migrant labor put migrant children, youth, and families at risk of educational failure. Chapters 2-3 present a chronology and a history of migrant education and the federal Migrant Education Program from the 1950s to the present. Chapter 4 describes migrant education today, including identification and recruitment of students, schoolwide programs, regional consortia, interstate and interagency coordination, technology use, adult education and family literacy programs, bilingual and ESL programs, binational programs, and migrant health care. Chapter 5 examines nine exemplary and innovative migrant education programs that meet five opportunity-to-learn standards and recommendations for program effectiveness. Chapter 6 explores how a Colorado program coordinates funds from various federal programs and other sources to add value to the migrant program. Chapter 7 presents a directory of organizations, federal and state agencies, Mexican institutes and cultural centers, High School Equivalency Programs (HEP), and College Assistance Migrant Programs (CAMP). Chapter 8 lists five clearinghouses for information on migrant education and presents an annotated bibliography of teacher resources, children's literature, and Web sites. (Contains an index.) (SV)

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Uses in Education; Elementary Secondary Education; Mathematics Education; *Spreadsheets
IDENTIFIERS- ERIC Digests

This digest discusses to using spreadsheets in mathematics education. The case is made that being able to manage spreadsheets is an important skill in the technologically enhanced new millennium. An annotated list of World Wide Web resources is included. (MM)

ED 463 952 SE 064 317

Grouws, Douglas A.; Cebulla, Kristin J.
Improving Student Achievement in Mathematics, Part 1: Research Findings. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; For Part 2, see SE 064 318.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Calculators; Concept Formation; Elementary Secondary Education; *Mathematics Education; Problem Solving
IDENTIFIERS- ERIC Digests

This digest summarizes research findings on best teacher practices in mathematics education. Among the findings are: students can learn both concepts and skills by solving problems; whole-class discussion following individual and group work improves student achievement; and using calculators in the learning of mathematics can result in increased achievement and improved student attitudes. Recommendations based on this summary are discussed in part 2, the companion to this digest. (Contains 16 references.) (MM)

ED 463 953 SE 064 318

Grouws, Douglas A.; Cebulla, Kristin J.
Improving Student Achievement in Mathematics, Part 2: Recommendations for the Classroom. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; For part 1, see SE 064 317.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Calculators; Concept Formation; Elementary Secondary Education; *Mathematics Education; Problem Solving

Based on a summary of research findings on best teacher practices in mathematics education, which is presented in part 1, the companion to this digest, recommendations are given to improve mathematics teaching practices. Among the recommendations are:

Act 1990

This hearing focuses on the federal role in K-12 mathematics reform. Prepared statements are provided from: William F. Goodling, Committee on Education and Workforce; Dale E. Kildee, Ranking Member, Subcommittee on Early Childhood Youth, and Families; John Kasper, Acting Deputy Associate Administrator Office of Communications, Education, and Media Relations, Environmental Protection Agency; Walter M. Higgins, Chairman of the Board, National Environmental Education and Training Foundation; Bora Simmons, Professor of Curriculum and Instruction, Northern Illinois University; Richard Anderson, Executive Director, Maryland Environmental Business Alliance. Other submissions considered in the hearings are included as appendices. (MM)

ED 463 977 SE 066 048

Cheng, May Hung
Becoming Confident Teachers of Science: Changes of Science Teaching Efficacy Beliefs.
PUB DATE- 02
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Elementary Education; Foreign Countries; Higher Education; *Preservice Teacher Education; *Preservice Teachers; *Science Education; Science Teachers

This paper describes the experience of a group of student-teachers in an initial teacher education program in Hong Kong. In preparing the student-teachers to teach science, the program introduced a module on science teaching that included a discussion of the various approaches to teach science and in particular, teaching science based on a constructivist view of learning was discussed. The teacher educator had implemented a number of strategies including: acknowledging the importance of the past experience of the student-teachers; "practice what they preach," and encouraging student-teachers to reflect. The influence of the module is reflected by the changes in the Science Teaching Efficacy Beliefs of the student-teachers at two phases: before they took the module on science teaching; after they took the module and after their teaching practice period. A comparison of the findings suggested that the student-teachers were more confident with teaching science, knowing more about how to engage pupils in activities and knowing that their effort would take effect. Based on the findings, the paper suggests a model adopting a socio-cultural view of learning to explain the learning of the student-teachers. (Contains 25 references.) (Author/MM)

ED 463 978 SE 066 049

Dukes, Phillip; Pritchard, David E.; Morote, Elsa-Sofia
Inductive Influence of Related Quantitative and Conceptual Problems.
PUB DATE- 02
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 6-10, 2002).

(BT)

ED 463 998 SO 033 695

Kentucky Core Content for Arts and Humanities Assessment.
PUB DATE- 99
NOTE- 55p.; For the Social Studies Assessment, see SO 033 694.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Art Education; Core Curriculum; Elementary Secondary Education; *Evaluation Criteria; *Humanities; Public Schools; *State Standards; Student Educational Objectives; *Student Evaluation
IDENTIFIERS- *Kentucky

Using national sources, the Kentucky Core Content development committee defined the arts as creating, performing, and responding to dance, music, theater; the visual arts; and literature. The committee defined the humanities as the beliefs, thoughts, and traditions of humankind as reflected in history; philosophy; religion; dance; music; theater; the visual arts; and literature. The Core Content for Arts and Humanities Assessment, in combination with the Academic Expectations, provides the focus for assessment on the Kentucky Core Content Test (KCCT). The Core Content for Arts and Humanities Assessment is based on Kentucky's Learning Goals and Academic Expectations and has been influenced by various national standards and current work from other states. In this booklet, Core Content for Arts and Humanities Assessment is arranged in a matrix that shows the relationship of the arts to the humanities and divides achievement expectations in the arts into three categories: creating, performing, and responding. The arts are listed on the left side of the matrix. Since the creating, performing, and responding sections of the Core Content lead students to develop and demonstrate an appreciation for the arts, the humanities is represented on the matrix by the responding category and the resulting appreciation, and encompasses all the arts. The creating, performing, and responding categories at the top of the matrix indicate the teaching and learning processes for the arts. Code numbers are listed before each content statement and used to identify, track, and collect data on KCCT questions. AH represents arts and humanities, while levels are indicated as E (elementary), M (middle school), and H (high school). Other numerals indicate the arts discipline, the content strand, the artistic process, and the specific content bullet. (BT)

ED 463 999 SO 033 711

Unit Planning Grids for Visual Arts--Grade Kindergarten.
PUB DATE- 02
NOTE- 19p.; For additional Delaware unit planning grids for visual arts, see SO 033 712-721.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Art Activities; *Kindergarten; *Planning; Primary Education; Public Schools; *State Standards; Student Educational Objectives; *Visual Arts
IDENTIFIERS- *Delaware; Performance Indicators

Secondary Education; Social Studies; Student Rights; *Youth Problems
IDENTIFIERS- ERIC Digests; Teen Courts

Youth courts, comprising teen courts, peer juries, peer courts, student courts, and other courts wherein juveniles sentence juvenile respondents, have rapidly gained popularity. In 1991 there were over 50 youth courts in 14 states. By 2002, the number of youth courts grew to more than 850 in 46 states and the District of Columbia. This digest discusses: (1) types and functions of youth courts; (2) the relationship of youth courts to law-related education; (3) student courts in schools; (4) educational effects of youth courts; and (5) the National Youth Court Center. (Contains 14 references.) (BT)

ED 464 024 SO 033 789

Alleman, Janet; Brophy, Jere
Social Studies Excursions, K-3. Book Two: Powerful Units on Communication, Transportation, and Family Living.
PUB DATE- 02
NOTE- 323p.; With contributions by Barbara Knighton. For Book One, see SO 032 703.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication (Thought Transfer); Curriculum Enrichment; *Family Life; Instructional Materials; Primary Education; *Social Studies; Student Needs; *Transportation; Units of Study
IDENTIFIERS- Content Area Teaching; *Cultural Universals; Social Participation

This book implies that other social studies textbooks lack the content that K-3 students need to develop basic social understandings, despite the fact this is one of the goals of most state and district curriculum guides. The volume offers an alternative or an enhancement to the textbook. The book provides units structured around powerful ideas, developed in depth with applications to life. This is the second in a three volume series in which the authors present instructional units on cultural universals for the primary grades. The focus is on communication, transportation, and family living. In addition to reaffirming current student knowledge, the units help educators teach about the cultural universals unfamiliar to students, develop connections to help students transform scattered bits of information into a network of integrated knowledge, and guide students in applying their knowledge to their lives outside of school. The units reflect the purposes and goals of social studies, but they do include some science content. They also integrate language arts by including writing assignments and reading and discussion of children's literature. (BT)

ED 464 025 SO 033 790

Estache, Antonio; Foster, Vivien; Wodon, Quentin
Accounting for Poverty in Infrastructure Reform: Learning from Latin America's Experience. WBI Development Studies.
PUB DATE- 02
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)

Professional Development.
PUB DATE- 02
NOTE- 6p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Preservice Teacher Education; Professional Development; *Self Evaluation (Individuals); *Student Development; *Student Teachers; *Teaching Skills

This paper describes a model developed at one urban university to guide student teachers through a semester-long process of reflecting upon their teaching skills using state and national standards. The model required analysis of professional abilities using a self-assessment of teaching skills tool. Under this model, preservice student teachers worked through a self-assessment of teaching competencies in the domains of curriculum, classroom management, instruction, assessment, and professionalism. Two assignments helped student teachers through the process. The first was to take information from the needs assessment document and create visual snapshots of themselves as teachers. The second was to list, in order of priority to self, teaching strengths and areas for improvement. This process of self-evaluation went on throughout the semester. Participants rated themselves at three points during the semester. Reflection with a peer on these ratings was ongoing. Each reflection was substantiated with specific examples and evidence (lesson plans, work samples, a classroom management plan, student cooperative learning projects, and observations of student teachers' performance). The process culminated in the creation of a professional portfolio and a professional development plan. Participants considered the process critical to accurately identifying their teaching skills. (SM)

ED 464 045 SP 040 621

Bush, Laura
White House Conference on Preparing Tomorrow's Teachers.
PUB DATE- 02
NOTE- 14p.; Remarks of First Lady Laura Bush at the White House Conference on Preparing Tomorrow's Teachers (Washington, DC, March 5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; *Faculty Development; Federal Government; Federal Legislation; Financial Support; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; *Teacher Competencies; Teaching Skills
IDENTIFIERS- Bush Administration 2001

This paper presents First Lady Laura Bush's opening remarks at the White House Conference on Preparing Tomorrow's Teachers. She described the President's No Child Left Behind Act, which allows schools flexibility to use federal funds where the local need is greatest (teacher recruitment, improving teacher training, and increasing teacher pay in critical need areas). The goal of the conference was to ensure that the nation's

Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aesthetic Education; *Art Appreciation; Childrens Literature; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Student Teachers; Teacher Competencies; *Visual Literacy
IDENTIFIERS- McKendree College IL

This paper describes how staff at McKendree College in Illinois are working to improve student teachers' visual and verbal literacy skills as part of a children's literature class. It explains the importance of visual literacy in teaching and learning within diverse classrooms and the need for children to express themselves with writing and art, so teachers must understand literature and appreciate how art can be used with it. Preservice teachers at McKendree College are given the opportunity to use art as a means of sharing points of view. They are asked to read the beach scene from "Gulliver's Travels," brainstorm, create thumbnail sketches, journal from three different characters' perspectives, and complete one, more finished, drawing. The college has found that many preservice teachers have great difficulty accomplishing these tasks because they feel they have no art skills. It is important for them to learn that their own students will have a variety of skills and functional capabilities and disabilities, but that will not keep them from being artists unless they are told by their teachers that they are not able to be artists. (Contains 13 references.) (SM)

ED 464 065 SP 040 667

Salzman, Stephanie; Zimmerly, Chuck
Creating Meaningful Accountability through Web-Based Electronic NCATE Exhibits.
PUB DATE- 02
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Accreditation (Institutions); Computer Uses in Education; Elementary Secondary Education; *Exhibits; Higher Education; National Standards; *Preservice Teacher Education; State Standards; *World Wide Web
IDENTIFIERS- Electronic Media; Idaho State University; National Council for Accreditation of Teacher Educ

This paper presents the proactive steps taken by Idaho State University to address accountability in teacher education. The university addressed accountability mandates and new accreditation standards through a Web site (http://www.ed.isu.edu) that includes electronic documents providing evidence of meeting National Council for the Accreditation of Teacher Education (NCATE) 2000 and state standards. Through this Web site, the college makes visible the quality of its candidates, the richness of its educator preparation program, and its methods for assessing and documenting candidate performance relative to national, state,

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Educational Quality; Elementary Secondary Education; *Incentives; Labor Turnover; *Merit Pay; Motivation Techniques; Teacher Certification; *Teacher Competencies; *Teacher Motivation; Teacher Persistence; Teacher Recruitment; Teacher Shortage; *Teaching Skills

Southern Regional Education Board (SREB) states are implementing policies that provide incentives to attract and retain teachers and increase student performance. Every state has unique priorities. This report includes a framework for thinking about priorities for a state based on the SREB's teacher supply and demand research (reducing new teacher turnover, preparing teachers sufficiently, attracting teachers back into teaching, and keeping veteran teachers); examples of teacher incentive programs that are attracting and retaining teachers in SREB states (advanced certification, coaching and mentoring and shortage-area incentives); the history of pay-for-performance for teachers, with lessons from the 1980s and 1990s (e.g., teachers prefer pay for additional work rather than pay based on performance, evaluation of teachers must be perceived as fair, and district pilot programs rarely work in the performance pay area); and a review of school-level incentive programs that support state accountability programs (how states determine awards and funding and distribution of school incentives). Finally, the report discusses how states can ensure that every student has a quality teacher. Questions to help policymakers determine what is working and what is not working are included. (SM)

ED 464 086 TM 033 766

Tapia, Martha; Marsh, George E., II
Emotional Intelligence: The Effect of Gender, GPA, and Ethnicity.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Emotional Intelligence; *Ethnicity; Foreign Countries; *Grade Point Average; *High School Students; High Schools; Interaction; *Sex Differences
IDENTIFIERS- Mexico (Mexico City)

The effects of gender, grade point average (GPA), and ethnicity on emotional intelligence were examined using an inventory called the Emotional Intelligence Inventory Revised (M. Tapia and J. Burry-Stock, 1998) in this study. The inventory was completed by 319 students (162 boys, 157 girls) at a college preparatory bilingual school in Mexico City, and data were analyzed using a multivariate factorial model with 4 factors of Emotional Intelligence as dependent variables (empathy, utilization of feelings, handling relationships, and self-control). There was an overall significant main effect of gender and a significant two-way interaction of gender-GPA. The gender-GPA interaction was disordinal, and therefore the significant main effect was not further analyzed. The interaction was found to be significant for handling relationships and self-control. In handling relationships, GPA levels influenced male students. Male students in the 3.00 to

A Cross-Cultural Validation Study of the "Language Learning Strategy Scale" and Its Applications.
PUB DATE- 02
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; *College Students; Cross Cultural Studies; *Factor Structure; Foreign Countries; Higher Education; *Learning Strategies; *Second Language Learning; Spanish; *Validity
IDENTIFIERS- Confirmatory Factor Analysis; Exploratory Factor Analysis; *Taiwan

The underlying factor structure of the Language Learning Strategy Scale (LLSS) (Y. Chen, 2001) was examined to determine its consistency across 2 distinct cultures. Variables that affected students' language learning were also identified. The validation study for the LLSS suggested a three-factor model of functional strategies, deep-processing strategies, and surface-level strategies. This study focused on Taiwanese students learning a foreign language and explored the use of this measure with this population. Participants were 584 first-year college students in Taiwan, studying English, and 288 college students in the United States studying Spanish. The LLSS was translated into Chinese and back-translated to English to ensure the meaning of each item. The exploratory factor analysis suggested a three-factor structure for the test in Taiwan, but confirmatory factor analysis using the U.S. study did not confirm the suggested three-factor model. These results suggest that the instrument may not be used across cultures. The structure of the instrument was different for the two cultures. An appendix contains the English version of the Scale. (Contains 4 tables and 14 references.) (SLD)

ED 464 108 TM 033 789

Gotzmann, Andrea J.
The Effect of Large Ability Differences on Type I Error and Power Rates Using SIBTEST and TESTGRAF DIF Detection Procedures.
PUB DATE- 02
NOTE- 54p.; Paper prepared at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Individual Differences; *Item Bias; Simulation
IDENTIFIERS- *Power (Statistics); SIBTEST (Computer Program); TESTGRAF Computer Program; *Type I Errors

A simulation study was conducted to examine the effect of large ability differences using two differential item functioning (DIF) detection procedures, SIBTEST and TESTGRAF. DIF items are hard to identify when group ability differences are large (A. Gotzmann, C. Vandenberghe, and M. Gierl, 2000; R. Hambleton and H. Rogers, 1989). This problem was investigated in the current study for the SIBTEST and TESTGRAF DIF detection procedures. Four ability differences (0.0, -1.0, -1.5, and -2.0) and 8 sample sizes were manipulated in a simulation study. Type I error and power rates were computed. The SIBTEST Type I error and Cindy Sheckells); and (14) "Public Library Trends Analysis: Fiscal Years 1992-1996" (Denise Glover). Crosscutting Statistics contains: (15) "Projections of Education Statistics to 2011" (Debra E. Gerald and William J. Hussar). The final section, Methodology, contains "The NAEP 1998 Technical Report" (Nancy L. Allen, John R. Donoghue, and Terry L. Schoeps). (Contains 31 figures and 23 tables.) (SLD)

ED 464 127 TM 033 809

Garii, Barbara
That "Aha" Experience: Meta-Cognition and Student Understanding of Learning and Knowledge.
PUB DATE- 02
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; *High School Students; High Schools; *Junior High School Students; Junior High Schools; Knowledge Level; *Mathematics; Memorization; *Metacognition; Student Attitudes

Little research has assessed the role of student-initiated metacognition in the learning of mathematics. In this study, secondary school students (junior high school and high school) were asked to consider their own thinking in terms of how they learn and when they know that they know (the "aha" experience). Students were able to define and articulate some of their metacognitive processes and to illustrate three paths to knowledge. Knowledge was student-defined as the ability to use newly learned information in novel settings and to describe problem-solving strategies even if the student is unable to solve fully the problem at hand. Students suggested that memorization and conceptualization work symbiotically and the "aha" experience occurs when the learned material becomes a useable and internally explainable concept. (Contains 1 figure, 2 tables, and 13 references.) (SLD)

ED 464 128 TM 033 811

Arnold, Joanna C.; Keller, Jill L.
Cultures of Medicine: A Technology Based Learning Environment To Enhance Critical Thinking Skills.
PUB DATE- 02
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Allied Health Occupations; Constructivism (Learning); *Critical Thinking; Disadvantaged Youth; Educational Environment; *Educational Technology; *High School Students; High Schools; Instructional Design; Rural Youth; Thinking Skills
IDENTIFIERS- Culture of Science

Med-Start is a 5-week program that encourages rural, minority, and economically disadvantaged high school seniors throughout Arizona to pursue careers in the health professions. In order to assist these students in making the transition from high vocational credentials are described in terms of why they were introduced, enrollment patterns, students targeted, and students served. The concluding sections draw on theoretical writings to analyze credentialing initiatives and their effects. The examination suggests that introducing new vocational credentials to make the high school diploma more relevant for certain groups of students does little to challenge hierarchical social relations in spite of progressive rhetoric. Suggestions are made for making forms of closure based on high school credentials more equitable. (Contains 26 endnotes and 25 references.) (SLD)

ED 464 149   TM 033 834

Plecha, Michelle
The Impact of Motivation, Student-Peer, and Student-Faculty Interaction on Academic Self-Confidence.
PUB DATE- 02
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Students; *Diversity (Student); Higher Education; Interaction; *Peer Relationship; *Student Motivation; *Teacher Student Relationship
IDENTIFIERS- *Academic Self Concept

This study focused on the impact of student-faculty interaction on academic self-confidence, examining the impact of negative student-faculty interaction on academic self-confidence. In addition, the impact of diverse peer interaction on students academic self-confidence was examined. Data were from the Cooperative Institutional Research Program (CIRP) database for two studies: the 1996 Student Information Form and the 2000 College Student Survey. The sample analyzed included 7,440 first-time, full-time students at 115 predominantly white institutions. Analyses were done by combining sets of similar variables into nine blocks representing input or environmental variables and entering them into a stepwise regression. In spite of some identified limitations of this research, a positive relationship appears to exist between diverse peer interaction and students academic self-confidence. The hypothesis that negative interactions with faculty would have an impact on students academic self-confidence was not supported, but student-faculty interaction of a positive sort did help students increase their academic self-confidence. It is significant that diverse peer interaction and student-faculty interaction may play a key role in the development of academic self-confidence in students is of importance since these are conditions that can be created in the educational environment. An appendix lists the study variables. (Contains 1 table, 1 figure, and 22 references.) (SLD)

ED 464 150   TM 033 835

Desmedt, Ella; Valcke, Martin
A Critical Review of the Cognitive and Learning Style Literature through Citation Analysis.
PUB DATE- 02
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).

children. This examination coincides with debates in Congress on the reauthorization of the Personal Responsibility and Work Opportunity Reconciliation Act. This collection of articles includes "Statement of Purpose" (Richard E. Behrman); "Children and Welfare Reform: Analysis and Recommendations" (Margie K. Shields and Richard E. Behrman); "The 1996 Welfare Law: Key Elements and Reauthorization Issues Affecting Children" (Mark H. Greenberg, Jodie Levin-Epstein, Rutledge Q. Hutson, Theodora J. Ooms, Rachel Schumacher, Vicki Turetsky, and David Engstrom); "Reforms and Child Development" (Aletha C. Huston); "Experimental Studies on Welfare Reform and Children" (Martha J. Zaslow, Kristin A. Moore, Jennifer L. Brooks, Pamela A. Morris, Kathryn Tout, Zakia A. Redd, and Carol A. Emig); "Welfare Reform and Child Care Options for Low-Income Families" (Bruce Fuller, Sharon L. Kagan, Gretchen L. Caspary, and Christiane A. Gauthier); "Family Economic Resources in the Post-Reform Era" (Sheila Rafferty Zedlewski); "Welfare Reform, Fertility, and Father Involvement" (Sara S. McLanahan and Marcia J. Carlson); "Welfare Reform and Parenting: Reasonable Expectations" (P. Lindsay Chase-Landsdale and Laura D. Pittman); and "Five Commentaries: Looking to the Future" (Wendell E. Primus, Ron Haskins, Fernando A. Guerra, Eloise Anderson, and Barbara B. Blum). (SM)

ED 464 169   UD 034 940

Chase-Lansdale, P. Lindsay; Coley, Rebekah Levine; Lohman, Brenda J.; Pittman, Laura D.
Welfare Reform: What about the Children? Welfare, Children & Families: A Three-City Study. Policy Brief.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; Joyce Foundation, Chicago, IL.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Woods Fund of Chicago, IL.; Texas Univ., Austin. Hogg Foundation for Mental Health.; Lloyd A. Fry Foundation, Chicago, IL.; Edna McConnell Clark Foundation, New York, NY.; Boston Foundation, MA.; National Inst. of Mental Health (DHHS), Rockville, MD.; Social Security Administration (DHHS), Washington, DC.;
PUB DATE- 02
NOTE- 11p.; Also supported by the Kronkosky Charitable Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Behavior Problems; *Child Development; *Child Welfare; *Cognitive Development; Low Income Groups; *Mothers; Parent Influence; Preschool Children; Welfare Recipients; *Welfare Reform; Welfare Services
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act

This policy brief describes children from "Welfare, Children and Families: A Three-City Study," using data from the first wave of the study which involved a random-sample survey of about 2,400 low-income children and their caregivers (mainly mothers) in low-income neighborhoods. Researchers collected information from mothers on their employment, income, family structure, welfare participation, mental health, and parenting. They also collected various measures of social development, problem behavior, and school performance for the children. Analyses of 1,885 low-income preschoolers and adolescents found that preschoolers and adolescents were more developmentally at risk

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Accountability; *Alternative Assessment; *Charter Schools; Elementary Secondary Education; School Restructuring; Student Evaluation
IDENTIFIERS- Chicago Public Schools IL

This booklet highlights instructive work and experiences from four demonstration charter schools in Chicago that have developed unique, mission-based accountability measures for their performance contracts with the Chicago School Reform Board of Trustees. These schools developed their new accountability measures between June 1998 and January 2000. The learning standards and alternative assessments developed by these schools (unique learning measures) augment state and district accountability requirements governing Chicago's charters. They do so by offering ways to gauge and demonstrate attainment of vital school goals that are not readily or adequately measured by standardized assessment. Five sections present "Overview of Chicago's Charter School Standards and Assessment Project"; "Unique Learning Measures Created by Chicago's Demonstration Charter Schools"; "Tools from Chicago's Charter School Standards and Assessment Project"; "Participants' Reflections and Lessons Learned"; and "Reflections for Charter Authorities and Policy Leaders." Six appendixes present a glossary, an evaluation tool for school-developed assessments, sample tools for unique learning measures, federal resources, National Charter School Accountability Network, and standards and assessment resources. (SM)

ED 464 188 UD 034 974

Adams, Gina; Snyder, Kathleen; Sandfort, Jodi R.
Getting and Retaining Child Care Assistance: How Policy and Practice Influence Parents' Experiences. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Annie E. Casey Foundation, Baltimore, MD.; Robert Wood Johnson Foundation, Princeton, NJ.; Kellogg Foundation, Battle Creek, MI.; Henry J. Kaiser Family Foundation, Washington, DC.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 02
NOTE- 123p.; Also supported by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Welfare; Children; *Day Care; Early Childhood Education; Eligibility; Employment; Federal Aid; *Grants; Parents; Public Policy; Welfare Recipients; *Welfare Services
IDENTIFIERS- Access to Services

This report examines what factors, besides funding and eligibility, affect whether eligible low-income parents who know they can get a child care subsidy actually use one. Data come from subsidy agency administrators, child care experts and caseworkers, parents, and providers at 17 sites in 12 states in 1999 as part of a case study project. This report examines

Elementary Secondary Education; Federal Aid; Federal Legislation; Hearings; *Migrant Education; Parent Participation; Records Management; Student Records
IDENTIFIERS- Adjudicated Youth; Congress 106th; *Elementary Secondary Education Act Title I; Interstate Cooperation; *Migrant Education Program

A House of Representatives committee received testimony on programs for migrant children and for neglected and delinquent youth in the context of reauthorization of the Elementary and Secondary Education Act, Title I, Parts C and D, respectively. The director of the U.S. Office of Migrant Education explained changes in the reauthorization, including changes in funding formulas for state migrant programs, provisions covering interstate transfer of student records, and incentives for state consortia. A college student spoke of his experiences with the Migrant Education Program and related programs. Representatives of state programs and national migrant organizations discussed a home-based family literacy program in Pennsylvania; changes to federal legislation; Kentucky efforts to hold delinquent students in state programs to high standards and provide transition services after their release; and migrant education issues related to parent participation, data collection, records transfer, language of instruction, and interstate coordination. Appendices contain written statements, including a report by the Office of Migrant Education on what the Migrant Education Program does, its current status, recent innovations such as technology use, and proposed reauthorization changes; "A Comprehensive Plan for the Education of America's Migrant Children," prepared by three national migrant organizations; and "The Value of Migrant Education" (fact sheets and recommendations), by the Interstate Migrant Education Council. (SV)

ED 463 913   RC 023 445

Learn-Ed Nations Inventory: A Tool for Improving Schools with American Indian and Alaska Native Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 02
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indian Education; *Educational Assessment; Educational Environment; *Educational Practices; Elementary Secondary Education; *Institutional Evaluation; Participative Decision Making; School Community Relationship; School Culture; *School Effectiveness; Self Evaluation (Groups)
IDENTIFIERS- Educational Indicators

The Learn-Ed Nations Inventory was designed by a panel of American Indian and Alaska Native master educators to determine how and to what extent a school is serving Native students and supporting their needs. The inventory encompasses all factors impinging on students, both directly and indirectly. Nine key school areas were identified to be inventoried: (1) visioning, planning, and school improvement; (2) administrative leadership; (3) parents and community; (4) school-wide behavioral climate and policies; (5) instructional practices; (6) assessment; (7) professional development; (8) facilities; and (9) resources. For each area, indicators are presented and are to be rated on a continuum from significant to not present

ED 463 931 RC 023 486

Beard, Colin; Wilson, John P.
The Power of Experiential Learning: A Handbook for Trainers and Educators.
PUB DATE- 02
NOTE- 269p.; Published by Kogan Page Limited.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; Adventure Education; Emotional Experience; Environmental Education; *Experiential Learning; Individual Development; Instructional Design; *Learning Processes; Models; *Outdoor Education; Planning; Sensory Experience

Experiential learning is a client-focused, supported approach to individual, group, or organizational development, which engages the young or adult learner, using the elements of action, reflection, and transfer. This book explores the theory and practice of experiential learning as the basis for designing and delivering effective learning exercises in the classroom or outdoors. The "learning combination lock" is presented as a model of the complexity of the learning experience; the lock has six "tumblers" offering choices in the areas of milieu, environmental elements, the senses, the emotions, forms of intelligence, and ways of learning. Chapters cover: (1) introduction to the model and the book; (2) exploring experiential learning (definitions, types of experiential learning, history of experiential learning theory); (3) the design milieu (methods and materials, planning, adventure activities, sequencing, stimulating the senses, constructing and using physical objects); (4) exploring reality (fantasy, play, role playing, metaphors, storytelling, reflecting on reality); (5) places and elements (indoor versus outdoor, the sensory power of nature, environmental action); (6) the emotional experience; (7) working with emotions (fear, humor and positive emotions, accessing emotions through metaphors); (8) good practice and ethics (facilitator roles, ground rules and values, ethical models, codes of practice); (9) ways of learning; and (10) imagining and experiencing the future. (Contains approximately 240 references, suggestions for further reading, and an index.) (SV)

ED 463 932 RC 023 487

Shirley, Dennis
Valley Interfaith and School Reform: Organizing for Power in South Texas. Joe R. and Teresa Lozano Long Series in Latin American and Latino Art and Culture.
SPONS. AGENCY- Annenberg Rural Challenge, Granby, CO.; Boston Coll., Chestnut Hill, MA.; Rice Univ., Houston, TX.
PUB DATE- 02
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Activism; Catholics; *Church Role; *Community Action; *Community Organizations; Economically Disadvantaged; *Educational Change; Elementary Secondary

students can learn both concepts and skills by solving problems; whole-class discussion following individual and group work improves student achievement; and using calculators in the learning of mathematics can result in increased achievement and improved student attitudes. (MM)

ED 463 954 SE 065 378

Adams, April Dean; Griffard, Phyllis Baudoin
Analysis of Alternative Conceptions in Physics and Biology: Similarities, Differences, and Implications for Conceptual Change.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 25-28, 2001)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Elementary Secondary Education; *Misconceptions; Physics; *Science Education
IDENTIFIERS- *Alternative Conceptions; *Conceptual Change

The purpose of this paper is to propose a matrix of attributes that characterize various alternative conceptions across the content areas, or domains, of science. It reports the results of testing the matrix on reported alternative conceptions by scoring their attributes and looking for trends in various domains. The authors found that some attributes seem to be more characteristic of alternative conceptions in physics and others to be more prevalent in the alternative conceptions in biology. These differences may correspond to the nature of the scientific knowledge within these respective domains of science. This matrix of attributes can be used to inform the development of instructional strategies that may remediate alternative conceptions. Identifying these attributes also helps to tease out the domain-specific learning challenges and better recognize the differences between the physical and life sciences with regard to the nature and structure of the scientific knowledge in those domains. (Contains 34 references.) (MM)

ED 463 955 SE 065 787

Energy Smart Schools: Creating a Sustainable Learning Environment in Ohio.
SPONS. AGENCY- Department of Energy, Washington, DC.; Ohio State Dept. of Development, Columbus.; National Energy Education Development Project, Reston, VA.
PUB DATE- 00
NOTE- 17p.; Also supported by Rebuild America, Energy Smart Schools, and Lord, Sullivan & Yoder, Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conservation (Environment); Elementary Secondary Education; *Energy Education; *Environmental Education; *General Education; Program Guides
IDENTIFIERS- *Ohio

In 1999, the Ohio Energy Project (OEP) was awarded a grant through Rebuild America, under the U.S. Department of Energy, to develop an EnergySmart Schools Program for Ohio. Together

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Educational Strategies; Higher Education; Physics; Problem Solving; *Science Education

This paper addresses two questions: "Does conceptual understanding help students solve related quantitative problems?" and "Does working through a quantitative problem help students understand the concepts involved?" A class of approximately 100 students was split into two equally skillful groups, A and B. Group A was administered a tutorial electronic program that led over 90% of students to the correct answer. Group B was administered the same problems in reverse order. Working through a conceptual problem first had little effect on students' ability to solve a related quantitative problem. Conversely, results suggest that working first through a quantitative problem improved students' ability to solve the subsequent conceptual problem. (Contains 15 references.) (MM)

ED 463 979 SE 066 050

Morote, Elsa-Sofia; Pritchard, David E.
What Course Elements Correlate with Improvement on Tests in Introductory Newtonian Mechanics?
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 02
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 6-10, 2002)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Computer Uses in Education; Cooperation; Higher Education; Homework; Physics; *Science Education

This paper reports on the level of effectiveness of the various course elements (such as electronic homework, written homework, collaborative group problems and class participation) in calculus-based introductory Newtonian mechanics as taught to Massachusetts Institute of Technology (MIT) students. Effectiveness is measured by the regression coefficient of a particular course element with the gain of the student's grade on the MIT final exam and on two widely used standard physics tests that emphasize conceptual knowledge: the Force Concept Inventory and the Mechanics Baseline tests. The authors find that the electronic homework as administered by CyberTutor is the only course element that contributes significantly to improvement on the final exam, and that CyberTutor and collaborative group problem solving contribute most strongly to improvements on the standard conceptual tests. The authors also report surveys that demonstrate strongly increasing student assessment of CyberTutor over the four terms of its use. (Contains 17 references.) (Author/MM)

ED 463 980 SO 031 158

Downing, Cassie, Ed.; McGarity, Fiona, Ed.
Loblolly Heroes: Jack Harris & Farris Ivie.
PUB DATE- 00
NOTE- 78p.; Published biannually. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

This grid for planning visual arts teaching in Delaware kindergarten outlines the following six standards for students to complete: (1) students will select and use form, media, techniques, and processes to create works of art and communicate meaning; (2) students will create ways to use visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art; (4) students will understand the visual arts in relation to diverse cultures, times, and places; (5) students will reflect upon, describe, interpret and evaluate works of art and design; and (6) students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)

ED 464 000 SO 033 712

Unit Planning Grids for Visual Arts--Grade 1.
PUB DATE- 02
NOTE- 19p.; For additional Delaware unit planning grids for visual arts, see SO 033 711-721.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Art Activities; *Grade 1; *Planning; Primary Education; Public Schools; *State Standards; Student Educational Objectives; *Visual Arts
IDENTIFIERS- *Delaware; Performance Indicators

This planning grid for teaching visual arts in grade 1 in Delaware schools outlines the following six standards for students to complete: (1) students will select and use form, media techniques, and processes to create works of art and communicate meaning; (2) students will create ways to use visual, spatial, and temporal concepts is creating works of art; (3) students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art; (4) students will understand the visual arts in relation to diverse cultures, themes, and places; (5) students will reflect upon, describe, analyze, interpret and evaluate works of art and design; and (6) students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)

ED 464 001 SO 033 713

Unit Planning Grids for Visual Arts--Grade 2.
PUB DATE- 02
NOTE- 19p.; For additional Delaware unit planning grids for visual arts, see SO 033 711-721.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Art Activities; *Grade 2; *Planning; Primary Education; Public Schools; *State Standards; Student Educational Objectives; *Visual Arts
IDENTIFIERS- *Delaware; Performance Indicators

This planning grid for teaching visual arts in grade 2 in Delaware schools outlines the following six standards for

DESCRIPTORS- Data Analysis; Foreign Countries; *Geographic
Regions; *Poverty; *Privatization; Social Science Research;
*Utilities
IDENTIFIERS- Economic Planning; *Infrastructure; Latin America

This book explores the connections between infrastructure reform and poverty alleviation in Latin America based on a detailed analysis of the effects of a decade of reforms. The book demonstrates that because the access to, and affordability of, basic services is still a major problem, infrastructure investment will be a core component of poverty alleviation programs in the region. It shows that although affordability of service tariffs is often an issue, in many instances, access is a much more important concern in meeting the infrastructure needs of the poor; thus, infrastructure provision is a key poverty-reduction tool. The book's main goal is to provide practical guidelines and methods to help policy makers, reformers, and regulators develop diagnostics to assess infrastructure needs and to ensure that strategies to address them are as cost effective as possible. Special emphasis is placed on data collection and explanations of some of the quantitative methodologies that can serve as inputs to the studies needed to ensure that the poor are accounted for under any form of infrastructure provision. The book is divided into five chapters: (1) "Introduction"; (2) "Macroeconomic and Microeconomic Linkages between Infrastructure Reforms and Poverty"; (3) "Promoting Access"; (4) "Ensuring Consumption Affordability"; and (5) "Establishing Priorities." (Contains additional tables, figures, and 77 references.) (BT)

ED 464 026 SP 040 043

Martin, Michaela
The Role of the University in Initial Teacher Training: Trends,
Current Problems and Strategies for Improvement.
PUB DATE- 99
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- College Role; Educational Change; Elementary
Secondary Education; Foreign Countries; Higher Education;
Knowledge Base for Teaching; Partnerships in Education;
*Preservice Teacher Education; *Teacher Competencies; *Teaching
Skills
IDENTIFIERS- France; Subject Content Knowledge; United Kingdom

This paper critically reviews the specific role played by universities in initial teacher training. It highlights several unique contributions to good quality teacher training within the university setting. These include advanced subject matter training, research-based instruction, and a critical reflection on practice. The paper also identifies a number of ways to improve existing training provision. They include the integration of subject matter competency, pedagogical skills, and practice teaching in order to transmit a holistic and meaningful set of tools and learning to the future teacher. In this respect, the paper discusses how mutually beneficial partnerships between schools and universities can be developed and sustained. Finally, the paper provides two examples of recent innovations in the United States and France concerning the institutional setup of initial teacher training. Both countries have adopted very different reform options which correspond to existing earlier structures, addressing the particular problems inherent in each system, and attempts to children can count on having teachers who not only bring love, compassion, and dedication to their profession, but also possess a deep and up-to-date knowledge of the concepts and subjects they are teaching and the ability to assess all and to apply the most effective instructional methods, strategies, and materials to meet their learning needs. The conference focused on two areas of teacher instruction: preparation at the nation's colleges of education for teacher candidates and professional development for those who are already teaching. It also highlighted research regarding teacher preparation and student achievement. Presentations showcased innovative and successful teacher training and recruitment programs that help bring the best and brightest to U.S. classrooms, especially in the neediest neighborhoods. A list of conference attendees is included. (SM)

ED 464 046 SP 040 629

Fredman, Tracy
The TWSM: An Essential Component in the Assessment of Teacher Performance and Student Learning.
PUB DATE- 02
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-36, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Quality; Elementary Secondary Education; Higher Education; *Performance Based Assessment; Preservice Teacher Education; Quality Control; *Teacher Competencies; Teacher Effectiveness; Teacher Evaluation; *Teaching Skills
IDENTIFIERS- Oklahoma

The urgent need for an effective performance-based assessment tool that can make the connection between effective teaching and student learning has spurred action by expert educators. The Teacher Work Sample Methodology (TWSM) is a quality assurance system that can assess what students learn, how well they learn it, progress they make in their individual learning, and how students who are not making progress can be helped. The TWSM can link teacher effectiveness and teacher preparation to student learning. Oklahoma educational leaders are in the process of using the Oklahoma TWS (OKTWS) as one of its three Oklahoma Teacher Enhancement Program (OTEP) assessment components to be used with first year teachers to make a close connection between teacher preparation and the impact the beginning teacher has on student achievement in the classroom. The OKTWS offers a teacher-made, multi-week teaching unit. The TWS was chosen by the Title II OTEP because it is the most authentic assessment currently available to measure teacher ability to impact student classroom learning, not only according to NCATE standards, but also to Oklahoma's 15 teaching competencies. The OKTWS prompt consists of: the prompt (which provides instructions and explanation on completing the six OKTWS factors) and the rubric, which includes a checklist section and various demonstration components. (SM)

ED 464 047 SP 040 632

Understanding Childhood Cancer. CD-ROM .
PUB DATE- 01

and institutional standards. Major aspects of the college's use of technology to support accreditation include: creating an infrastructure to ensure adequate expertise and resources; developing electronic exhibits; organizing accreditation events; aligning standards, program components, and assessments; collecting, analyzing, and storing data; and reporting assessment results for program improvement and accountability. Attached are a guide to the electronic exhibits and an index of electronic evidence. (SM)

ED 464 066 SP 040 668

Canning, Christine; Salazar-Guenther, Mary; Polanco-Noboa, Julio
Reflecting Latino Culture in Our Classrooms: A Quick Start for Teachers.
PUB DATE- 02
NOTE- 19p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Denver, CO, February 2-6, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Consciousness Raising; *Cultural Awareness; Culturally Relevant Education; Diversity (Student); Elementary Secondary Education; English (Second Language); Higher Education; *Hispanic American Students; Preservice Teacher Education; Student Teacher Attitudes

This paper describes how the University of Northern Iowa's San Antonio Regional Student Teaching Program developed a course to provide cultural information on Hispanic Americans for its predominantly white student teachers. The course was delivered over 2 semesters, with students doing most work in five 2-hour meetings on campus. During the student teaching semester, they implemented the ideas and activities that they had created during the course. The paper presents the course syllabus, which offers a background on Hispanics and five sessions that emphasize how to reach Hispanic students; Mexican and Mexican American culture (holidays, food, art, and music); literature for students and teachers/exemplary authors, books, and activities; Mexican American historical perspectives and Mexican American heroes; and bilingual education and other critical issues. The sessions include strategies, field trips, handouts, and assignments. (Contains 23 bibliographic references.) (SM)

ED 464 067 SP 040 669

Samaras, Anastasia P.
Self-Study for Teacher Educators: Crafting a Pedagogy for Educational Change. Counterpoints.
PUB DATE- 02
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Diversity (Student); Elementary Secondary Education; Higher Education; Mentors; *Preservice Teacher Education; *Reflective Teaching; *Self Evaluation (Individuals); *Teacher Educators
IDENTIFIERS- Situated Learning; *Vygotsky (Lev S)

This book provides an account of one teacher educator who serves

3.49 range scored lower than all other male students with GPAs greater than 2.00. In self-control, GPA levels influenced female students. Female students with a GPA of 3.5 to 4.0 scored significantly higher than all other female students with GPAs below 3.00. (Contains 4 tables and 21 references.) (Author/SLD)

ED 464 087   TM 033 767

Appling, Susan A.
A Model of Influences on Students' Self-Rating of Change in Problem Solving and Critical Thinking Abilities after Four Years of College.
PUB DATE- 01
NOTE- 20p.; Notations on figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change; College Entrance Examinations; *College Students; *Critical Thinking; Extracurricular Activities; Higher Education; Individual Development; *Influences; Majors (Students); *Problem Solving; Sex Differences; Socioeconomic Status
IDENTIFIERS- *Academic Self Concept

The purpose of this study was to examine the influence of 6 factors that affect college students' self-rating of change in problem solving and critical thinking abilities after 4 years of college. Based on the available literature, these six factors were selected for investigation: (1) Scholastic Assessment Test (SAT) scores; (2) a socioeconomic indicator; (3) sex; (4) academic self-concept; (5) academic major; and (6) activities in the last year of college. Data were from the 1986-1990 Cooperative Institutional Research Project surveys of first-time, full-time students who enrolled as first-year students in 1986. A sample of 1,056 students provided complete information on all variables, and path analysis was used to test the proposed model. Data were analyzed using multiple regression procedures, and causal effects suggested by the model were estimated with ordinary least squares procedures. The results support five of the hypothesized seven paths and identify four additional significant paths. In the estimated model, the activities in which the student participated in the last year of college had the greatest significant direct effect. Academic self-concept was found to have both significant indirect and direct effects. The indirect effects were mediated only through activities, as academic major had no influence on ratings of self-change. As expected, prior achievement was found to have only an indirect effect on ratings of self-change. (Contains 4 tables, 2 figures, and 20 references.) (Author/SLD)

ED 464 088   TM 033 768

Capraro, Mary Margaret
Construct Validation and a More Parsimonious Mathematics Beliefs Scales.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires,

rates were inflated at the larger ability differences. Conversely, the TESTGRAF Type I error rates remained low for most ability differences and sample sizes. The SIBTEST power rates remained high, even with larger ability differences. The TESTGRAF power rates dropped as ability differences were introduced. (Contains 4 figures, 11 tables, and 55 references.) (Author/SLD)

ED 464 109 TM 033 790

Blais, Jean-Guy; Raiche, Gilles
Some Features of the Sampling Distribution of the Ability Estimate in Computerized Adaptive Testing According to Two Stopping Rules.
PUB DATE- 02
NOTE- 14p.; Paper presented at the Biennial Meeting of the International Objective Measurement Workshop (11th, New Orleans, LA, April 6-7, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; Adaptive Testing; Error of Measurement; Estimation (Mathematics); Item Response Theory; Monte Carlo Methods; *Sampling; Simulation
IDENTIFIERS- Expected A Posteriori Tests; *Proficiency Distributions; Rasch Model; *Stopping Rules

This paper examines some characteristics of the statistics associated with the sampling distribution of the proficiency level estimate when the Rasch model is used. These characteristics allow the judgment of the meaning to be given to the proficiency level estimate obtained in adaptive testing, and as a consequence, they can illustrate the meaningfulness of the proficiency level estimate. A Monte Carlo method computer-based simulation was used to investigate these characteristics. Findings show that with the Rasch model, and the expected a posteriori estimation method, if the theoretical distribution of the proficiency level is postulated as normal, then the stopping rule according to the number of items administered should be applied only if at least 13 items are administered. In general, it is preferable not to use the stopping rule according to the standard error with a standard error retained above 0.40. The results also suggest the application of the correction developed by R. Bock and R. Mislevy no matter which stopping rule is used, to reduce the bias of the proficiency level estimate over the entire proficiency range. (Contains 2 tables and 24 references.) (SLD)

ED 464 110 TM 033 791

Raiche, Gilles; Blais, Jean-Guy
Practical Considerations about Expected A Posteriori Estimation in Adaptive Testing: Adaptive A Priori, Adaptive Correction for Bias, and Adaptive Integration Interval.
PUB DATE- 02
NOTE- 26p.; Paper presented at the Biennial Meeting of the International Objective Measurement Workshop (11th, New Orleans, LA, April 6-7, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Computer Assisted Testing; Estimation (Mathematics); Item Response Theory; Simulation;

school to college and then to professional school, Med-Start provides academic coursework and seeks to help students enhance critical thinking skills. In past years, one course, a Cultures of Medicine class, has required students to complete technology-based assignments. After several years, instructors had been unable to document any change in students' critical thinking as a result of the course, and student discontent with the course was obvious. The redesign of the course was undertaken to achieve enhanced critical thinking through the use of technology. Using the framework of pragmatic constructivism (Cobb, 2002) to guide the instructional design process, course developers created a 7.5 hour course. This framework supported an instructional design approach that considered the technological environment, the student learning process, and the teacher's role within this environment while allowing for ongoing evaluation and revision of the course. Within this framework, using results for 2 classes of 60 students each, it was determined that a learning environment can be created in which technology enhances students' critical thinking skills in a relatively short time. (Author/SLD)

ED 464 129 TM 033 812

Mecklin, Christopher J.
The Use of Equivalence Testing in Conjunction with Standard Hypothesis Testing and Effect Sizes.
PUB DATE- 02
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Effect Size; *Hypothesis Testing; Sample Size; Simulation; Statistical Analysis; *Statistical Significance
IDENTIFIERS- *Equivalence Formation; Mean (Statistics)

Whether one should use null hypothesis testing, confidence intervals, and/or effect sizes is a source of continuing controversy in educational research. An alternative to testing for statistical significance, known as equivalence testing, is little used in educational research. Equivalence testing is useful in situations where the researcher wishes to show that two means are not statistically different. A common equivalence test for comparing the means of two independent samples is reviewed. A simulation study assessed the relationships among effect size, sample size, statistical significance, and statistical equivalence. An example of typical educational research data is reanalyzed using equivalence methodology. A tentative conclusion is drawn about the magnitude of effect size needed to be important. (Contains 8 tables, 7 figures, and 42 references.) (Author/SLD)

ED 464 130 TM 033 813

Allen, Debra; Fraser, Barry J.
Parent and Student Perceptions of the Classroom Learning Environment and Its Influence on Student Outcomes.
PUB DATE- 02
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bias; *Citation Analysis; *Classification; *Cognitive Style; *Learning; Literature Reviews; Selection
IDENTIFIERS- Witkin (H A)

This paper proposes a way to organize the literature on cognitive and learning styles that avoids the shortcomings of existing taxonomies. Most existing reviews and organizations of literature in the field can be criticized on the basis of inconsistency, selectivity, lack of scientific criteria, failure to consider scientific impact, bias, and lack of context. Citation analysis is suggested as the methodology for developing an alternative organization. Citation analysis is a quantitative research approach based on the use of the citation indexes. The approach generally uses two measures of scientific activity: citation rates of authors, documents, and journals, and the number of citation links between authors, documents, and journals. In this study, citation analysis was used to develop a taxonomy of cognitive and learning style by examining records from the Social Science Citation Index (online) from 1972 through the present. Searches for cognitive style and learning style yielded a combined file of all entries on both terms since 1972. Data were analyzed with Bibexcel, a tool for manipulating bibliographic data, to cluster co-citation pairs. The different organizations of the data were combined to an overall structure, represented visually by a figure that supports three general conclusions about the cognitive and learning style research. This research differs greatly at quantitative and qualitative levels. It identifies what both fields have in common: the heritage of H. Witkin, and as a third conclusion, it can be seen that additional conclusions can be drawn when the variety of models within both fields is considered. An appendix lists references contained in the alternative organization of the field. (Contains 7 tables and 37 references.) (SLD)

ED 464 151 TM 033 836

Van Patten, James J.
Hi Stakes Testing Polarization or Accountability.
PUB DATE- 02
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Achievement Tests; College Bound Students; Court Litigation; Elementary Secondary Education; *High Stakes Tests; *National Competency Tests; State Programs; Testing Programs; Vocational Education
IDENTIFIERS- Elementary Secondary Education Act

High stakes testing is associated with controversy and dialogue in this era of calls for accountability on the part of educators, and the controversy has been strengthened by the national testing plans included in the Leave No Child Behind Act (Elementary and Secondary Education Act of 2001). A look at the literature on high stakes testing and some of the legal positions that have been taken shows that the high stakes than middle-class children in national samples. Adolescents whose mothers were on welfare in 1999 had lower levels of cognitive achievement and higher levels of behavioral and emotional problems than did adolescents whose mothers had left, or never been on, welfare. For preschoolers, mothers' current or recent welfare participation related to poor cognitive achievement. Preschoolers of the most recent welfare leavers had the most elevated levels of problem behavior. Preschoolers and adolescents in sanctioned families showed problematic cognitive and behavioral outcomes. Mothers' marital, education, mental health, and physical health status and parenting practices accounted for most of the welfare group differences. (SM)

ED 464 170 UD 034 941

Clark, Robert; Mason, Judy
Community Action Agencies and Faith-Based Organizations: A Legacy of Productive Partnerships.
PUB DATE- 01
NOTE- 52p.; Produced by the National Association of Community Action Agencies which became Community Action Partnership.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Children; *Church Role; *Churches; *Community Organizations; Low Income Groups; *Religious Organizations
IDENTIFIERS- *Church Community Relationship; *Community Action Agencies

The National Association of Community Action Agencies (NACAA) surveyed its members nationwide to examine the extent of the Community Action Agency (CAA) network's linkages with faith-based organizations (FBOs). This paper examines the growing role of FBOs in community-based organizations; the Community Action Network and FBOs; the 2001 NACAA survey; and key findings. Many CAAs were originally established by community FBOs. FBOs are involved in governing CAAs. More than two-thirds of respondents have FBOs represented in their board of directors. Nearly all respondents work with nonprofit faith-based affiliate organizations, three-quarters work with individual congregations and houses of worship, and two-thirds collaborate with interfaith alliances and ministerial associations. Nearly two-thirds use FBO volunteers who contribute the equivalent of more than 1 year of a full-time staff member's service. Over half receive cash contributions from FBOs, while two of five CAAs contract with one or more FBO to provide services. Over two in five jointly manage projects with FBOs. Cross-referral of clients occurs universally. Four appendices present examples of Web sites on faith-based initiatives, selected comments from survey responses, the CAA-FBO survey instrument, and survey count by region. (Contains 13 references, 6 tables, and 5 figures.) (SM)

ED 464 171 UD 034 942

Youth Engaged in Leadership & Learning Project, Redwood City.
Report on Findings and Recommendations from the Pilot Project Formerly Known as the "Youth Mapping Project," November 2000-June 2001.
PUB DATE- 01
NOTE- 29p.; Also prepared by The Kennedy Youth Mapping Team. Photographic images may not reproduce clearly.
LANGUAGE- English

subsidy policies and practices that may affect the utilization patterns of eligible parents who want to apply for, or who already receive, subsidies. Results indicate that there are many subsidy policies and practices that make it difficult for low income eligible parents to access and retain the child care assistance they need in order to work. Eight chapters examine: (1) "How Parents Experience the Subsidy System: Overarching Administrative and Structural Factors"; (2) "Initial Access to the Child Care Subsidy System"; (3) "Retaining Assistance during the Recertification Process"; (4) "Retaining Child Care Assistance after Leaving Welfare"; (5) "Retaining Assistance through Changes in Employment Circumstances"; (6) "Retaining Subsidies during Changes in Child Care Providers"; (7) "The End of the Process: Termination from the Subsidy Program"; and (8) "Conclusions." Study data are appended. (Contains 33 references.) (SM)

ED 464 189 UD 034 975

Results with Open Court Reading.
PUB DATE- 02
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Reading; Elementary Education; Faculty Development; Instructional Leadership; *Reading Achievement; *Reading Instruction; Student Evaluation
IDENTIFIERS- California; Florida; New York; *Open Court Readers; Texas

This publication tells the stories of eight schools from around the nation that have used the Open Court Reading program, describing the history of the schools, the challenges they faced, and their attempts to meet those challenges. The schools are located in California, Florida, Texas, and New York. Each of the school stories includes a focus on demonstrable positive results on reading achievement. The schools serve children with a range of socioeconomic, ethnic, and geographic characteristics. They share many characteristics, perhaps the most important of which is a set of results. As a group, they show a reversal of the trends of failure, documenting improvements in reading performance and levels of achievement that often dramatically exceed that of their peers in similar schools. All of the schools and their effective reading programs have implemented ongoing programs of professional development for their teachers, used assessments of student progress during the school year to ensure effective instruction, demonstrated the importance of the principal as the instructional leader, and created exciting climates within their schools to encourage learning. A selected annotated bibliography presents research supporting instruction in Open Court Reading. (SM)

ED 464 190 UD 034 976

Accountability for All: What Voters Want from Education Candidates. 2002 Public Education Network/"Education Week" National Survey of Public Opinion.
PUB DATE- 02
NOTE- 29p.; Introduction by Wendy D. Puriefoy and Virginia B. Edwards. Poll conducted by Lake Snell Perry and Associates. For the 2001 survey, see ED 453 304.
LANGUAGE- English

or not applicable. Space is provided to note the specific evidence used to gauge each indicator. This is a useful feature because if questions arise, those involved can refer to these sources again for clarification or to determine whether the source of evidence was adequate. There is space provided in each area for descriptions of strengths and areas needing improvement. Once the information is gathered, it is intended that the school community engage all stakeholders in a dialogue to share opinions, achieve a deeper understanding of the issues, and determine whether they are traveling along or straying from the improvement path for American Indian and Alaska Native students. Resources include 98 print materials and 28 web sites. The inventory forms are included. (TD)

ED 463 914 RC 023 446

Cowley, Kimberly S.; Meehan, Merrill L.; Whittaker, Denise; Carey, Marsha
Comparison of Nonrural versus Rural Middle-School Students' Academic Aspirations.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Fairmont State Coll., WV.; West Virginia State Dept. of Education, Charleston.
PUB DATE- 02
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5. 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; *College Preparation; Disadvantaged Youth; Educational Environment; Higher Education; *Middle School Students; Middle Schools; *Parent Influence; Parent Participation; *Rural Urban Differences; *Student Attitudes; Student Surveys
IDENTIFIERS- West Virginia

West Virginia received two grants from the U.S. Department of Education to encourage disadvantaged youth to have high expectations, stay in school, and take academically rigorous courses to prepare for college. A total of 17 counties were served by these grants. As part of the program, surveys were completed by 3,716 students in 54 middle and junior high schools to gather baseline data on seventh-grade students' and parents' aspirations for students' postsecondary education. Of the students surveyed, 1,218 were classified as nonrural and 2,498 as rural. Findings indicate that families of nonrural students had a greater propensity toward and history of postsecondary education. Nonrural students participated more in clubs, while rural students participated more in sports. Nonrural students seemed more confident of their academic abilities than rural students. Nonrural students more often indicated that a parent helped them with homework, while rural students more often indicated that a classmate or friend helped them. Rural students were more likely to get information related to postsecondary education from a principal or guidance counselor and to discuss college entrance requirements, indicating that rural students were making plans for postsecondary education. However, students often failed to follow through on these ambitions. (Contains 16 references, 10 tables, and 2 figures.) (TD)

ED 463 915 RC 023 447

Education; *Mexican American Education; Mexican Americans; Parent Participation; Politics; School Community Relationship; *Social Capital
IDENTIFIERS- Colonias; Mexico United States Border; Texas Assessment of Academic Skills; *Texas (South)

This book examines the efforts of Valley Interfaith--a community-based organization in the south Texas borderlands--to improve the living conditions of low-income residents and immigrants and the public schools their children attend. Valley Interfaith is unusual in that it crosses the boundary separating the worlds of community organizing and school reform. It demonstrates how community organizing can catalyze the work of school reform, while transformations in a school can give a community a locus for civic engagement. Social capital theory provides the framework guiding this study. Valley Faith originated in the efforts of Catholic clergy and organizers from the Industrial Areas Foundation to create an organization addressing the lack of political power, inequities in school funding, and poor living conditions among south Texas residents. Case studies are presented of three schools that collaborated with Valley Interfaith and struggled to increase parental engagement, address community needs, and achieve high levels of academic success. The final chapter analyzes the success of these three schools in terms of scores on the Texas Assessment of Academic Skills (TAAS), other forms of social improvement, and the hidden costs of social capitalization. An appendix summarizes TAAS data for the three schools. (Contains 162 references, chapter notes, and an index.) (SV)

ED 463 933 RC 023 490

Fedler, Anthony J., Ed.
Defining Best Practices in Boating, Fishing, and Stewardship Education.
PUB DATE- 01
NOTE- 187p.; For selected individual papers, see RC 023 491-499.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conservation Education; Conservation (Environment); *Educational Practices; Educational Principles; *Environmental Education; Natural Resources; *Outdoor Education; *Program Development; *Water Resources; Workshops
IDENTIFIERS- Boating; Environmental Awareness; *Fishing; *Stewardship

The Recreational Boating and Fishing Foundation (RBFF) aims to increase participation in recreational boating and fishing and thereby increase public awareness, appreciation, and stewardship of aquatic natural resources. This document contains a summary and 11 commissioned papers from an RBFF workshop to create guidelines for best educational practices in fishing, boating, and aquatic stewardship programs. Following a preface by Bruce E. Matthews, the papers are: (1) "Fishing, Boating, and Aquatic Stewardship Education: Framework and Best Practices Recommendations" (Anthony J. Fedler); (2) "Best Practices for Curriculum, Teaching, and Evaluation Components of Aquatic Stewardship Education" (William F. Siemer); (3) "Elements of Effective Environmental Education Programs" (Julie A. Athman, Martha C. Monroe); (4) "The Right Tools for the Job: How Can Aquatic Resource Education Succeed in the Classroom?" (Rosanne W. Fortner); (5) "Guidelines for Best Practices in Aquatic, Fisheries, and Environmental Education" (Michaela Zint); (6) "Best Practices in Boater Safety Education" (Alan R. Graefe); (7) "Defining Best Practices in Boating, Fishing, and with its partners, this program serves to empower students to improve the conditions of their school buildings through education, thus increasing scientific literacy and improving Proficiency Test scores. The goals of the federal EnergySmart Schools Program are to reduce energy consumption and costs and increase the use of clean energy technologies in K-12 schools nationwide; help schools reinvest their savings from energy improvements; improve the learning environment of schools through daylighting, better temperature control, better air quality and other elements related to buildings and bus fleets; and increase student, teacher and community awareness of energy and related issues including financial management, air quality, climate change, and new technologies. This publication describes in detail the plans for implementation of this national program in Ohio. Included are an action plan; guides to making energy efficient choices and utilizing alternative energy sources; a description of several education programs in Ohio schools; and a list of information resources. (MM)

ED 463 956   SE 065 883

Cakir, Mustafa; Crawford, Barbara
Prospective Biology Teachers' Understanding of Genetics Concepts.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers in Science (Costa Mesa, CA, January 18-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Genetics; Higher Education; *Knowledge Base for Teaching; *Misconceptions; *Preservice Teacher Education; Preservice Teachers; *Science Education; *Science Teachers; Secondary Education

The purpose of this study is to examine one possible source of misconceptions that are held by students of genetics--the teachers. Is there evidence to suggest that prospective biology teachers might have misconceptions about genetics and related concepts? If prospective biology teachers have misconceptions in genetics, how do these misconceptions relate to common students' misconceptions in genetics? To address these questions a study was conducted at Pennsylvania State University in a secondary science methods course. Data were collected from six prospective biology teachers who had experience with concept mapping prior to this study. The teachers were given a list of concepts and were asked to construct a concept map using those concepts. Maps were analyzed and compared. A major finding is that concept maps clearly demonstrate that prospective teachers do not have conceptual understanding of concepts and that they are suffering lack of organizational and hierarchial knowledge among these concepts. There is a need for research on teachers' alternative conceptions. Appended are a "Workshop on Concept Mapping with an Introduction to Technology Tools" and a comprehensive concept map. (Contains 26 references.) (MM)

ED 463 957   SE 065 941

Florence, Marilyn K.; Yore, Larry D.
Learning To Write Like a Scientist.
PUB DATE- 02
NOTE- 52p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA,

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- High Schools; Interviews; Local History; Military Personnel; *Personal Narratives; *Reminiscence; Social Studies; Student Publications; *United States History; *Veterans; *World War II
IDENTIFIERS- Army; *Heroes; *Personal History; Texas

This journal issue, published by Texas high school students, features interviews with two Army veterans of World War II, Jack Harris who fought the Japanese in the Pacific, and Farris Ivie who fought the Germans in Europe. The publication recounts the war experiences of the two Texas natives in their own words through a series of one-on-one interviews. Farris Ivie was a student at Texas A&M when he was drafted and Jack Harris was only 16 when he enlisted in the United States military. (BT)

ED 463 981 SO 032 060

Ghere, David L.; Spreeman, Jan F.
U.S. Indian Policy, 1815-1860: Removal to Reservations. A Unit of Study for Grades 8-12.
SPONS. AGENCY- National Center for History in the Schools, Los Angeles, CA.
PUB DATE- 00
NOTE- 87p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Reservations; *American Indians; *Government Role; Indigenous Populations; Primary Sources; *Public Policy; Secondary Education; Social Studies; *United States History
IDENTIFIERS- Cherokee Nation; National History Standards; Nineteenth Century

The cultural interaction between Euro-Americans and the original inhabitants of this country constitute one of the most compelling and defining conundrums in U.S. history. This unit explores 19th-century ideology as manifested in public attitudes, justifications for action, and the formation of government policy. The unit is based on primary source documents, such as newspapers, photographs, private correspondence, and artifacts. It presents specific issues and dramatic episodes in U.S. history from which teachers and students can explore the deeper meanings of these landmark events and their wider context in the historical narrative. The unit's premise is that by studying crucial turning points in history the student develops an awareness that choices had to be made by real human beings. The unit includes: "Introduction" (Approach and Rationale, Content and Organization); "Teacher Background Materials" (Unit Overview, Unit Context, Correlation to the National Standards for History, Unit Objectives, Historical Background); "Dramatic Moment"; and "Lessons" (The Role of Education, Euro-American Justifications and Indian Responses, Indian Removal Policy, The Case of the Cherokee, The Shift to Reservation Policy). Lesson plans contain student resources, source documents, handouts, and background materials. (Contains a 16-item bibliography.) (BT)

ED 463 982 SO 032 339

Eckard, Chris
Little Kinnakeet Lifesaving Station: Home to Unsung Heroes. Teaching with Historic Places.
PUB DATE- 00

students to complete: (1) students will select and use form, media, techniques, and processes to create work of art and communicate meaning; (2) students will create ways to use visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate, and use subjects, themes symbols, problems, and ideas to create works of art; (4) students will understand the visual arts in relation to diverse cultures, time, and places; (5) students will reflect upon, describe, analyze, interpret and evaluate works of art and design; and (6) students will understand the visual arts in relation to other disciplines. Each standard contains several subsections and provides performance indicators. (BT)

ED 464 002 SO 033 714

Unit Planning Grids for Visual Arts--Grade 3.
PUB DATE- 02
NOTE- 19p.; For additional Delaware unit planning grids for visual arts, see SO 033 711-721.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Art Activities; *Grade 3; *Planning; Primary Education; Public Schools; *State Standards; Student Educational Objectives; *Visual Arts
IDENTIFIERS- *Delaware; Performance Indicators

This planning grid for teaching visual arts in grade 3 in Delaware schools outlines the following six standards for student to complete: (1) students will select and use form, media, techniques, and processes to create works of art and communicate meaning; (2) students will create ways to use visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art; (4) students will understand the visual arts in relation to diverse cultures, times, and places; (5) students will reflect upon, describe, analyze, interpret and evaluate works of art and design; and (6) students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)

ED 464 003 SO 033 715

Unit Planning Grids for Visual Arts--Grade 4.
PUB DATE- 02
NOTE- 21p.; For additional Delaware unit planning grids for visual arts, see SO 033 711-721.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Art Activities; *Grade 4; Intermediate Grades; *Planning; Public Schools; *State Standards; Student Educational Objectives; *Visual Arts
IDENTIFIERS- *Delaware; Performance Indicators

This planning grid for teaching visual arts in grade 4 in Delaware schools outlines the following six standards for students to complete: (1) students will select and use form, achieve the objectives of their respective educational policies. (Contains 79 references.) (SM)

ED 464 027 SP 040 570

Haslam, M. Bruce; Fabiano, Lara
A Comprehensive Review of Professional Development in South Carolina.
PUB DATE- 01
NOTE- 78p.; Supported by the South Carolina Education Oversight Committee.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; Administrator Attitudes; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Principals; State Standards; Teacher Attitudes; Teacher Improvement; Teachers
IDENTIFIERS- *South Carolina

This study examined professional development offered in South Carolina, how it was offered, support given to implement skills acquired from professional development, and how professional development enhanced academic goals outlined in district and school strategic plans. The paper describes characteristics of high quality professional development (e.g., focus on rigorous content knowledge and content-specific instructional practices, teacher and principal engagement as active learners and problem solvers, and content derived from research and examples of best practice). The study involved surveys of 3,250 educators, case studies of professional development in 10 school districts, interviews with State Department of Education staff, and review of documents on state professional development programs and policies. While many teachers believed the professional development available to them was worthwhile, it missed the mark for many others. Though teachers and principals did not give professional development very high marks, many schools and districts were reasonably positive environments for it. Respondents did not have enough time to take advantage of what they learned in professional development. State and local level professional development were primarily supply-driven. Locally, professional development was fragmented. Recommendations for improving professional development quality are included. Two appendixes present research design, methodology, and survey instruments. (SM)

ED 464 028 SP 040 580

Naylor, Charlie
Teacher Workload and Stress: An International Perspective on Human Costs and Systemic Failure. BCTF Research Report.
PUB DATE- 01
NOTE- 17p.; Part of the BCTF Information Handbook.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Gender Issues; Sex Differences; *Stress Variables; *Teacher Burnout; Teacher Morale; *Teaching Conditions; *Teaching Load
IDENTIFIERS- *British Columbia; *Teacher Stress

This report examines international research and current educational publications about teacher workload and related stress. Workload issues have been a concern for Canadian

NOTE- 0p.; Co-developed by Savvy Knowledge Systems Corp. and
  Alberta Children's Hospital.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Cancer; Child Health; Children; Computer Uses in
  Education; Coping; Elementary Secondary Education; Health
  Education; Medical Services; Optical Data Disks; Parents
IDENTIFIERS- *Childhood Illnesses; Home Health Care

This interactive multimedia CD-ROM presentation is intended for the parents and families of children who have recently been diagnosed with cancer. It begins with an introduction by a pediatric oncologist. It features menus that include over 200 questions commonly asked about childhood cancer, with answers in a slide presentation format. Menus include the following topics: about cancer, coping, monitoring, interviews with parents, treatment, resources, and care at home. Colorful illustrations accompany each answer. The presentation features video interviews with parents of children who have had cancer, a drug database, a glossary of cancer terms, and a characters database containing cartoon characters who explain various concepts in an easy-to-understand way. The program is designed for multiple users. (SM)

ED 464 048   SP 040 633

Type 1 Diabetes in Children: A Passport to Knowledge. CD-ROM .
PUB DATE- 01
NOTE- 0p.; Co-developed by Savvy Knowledge Systems Corp., Alberta
  Children's Hospital, and University of Calgary.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Child Health; Children; Computer Uses in Education;
  Coping; *Diabetes; Elementary Secondary Education; Health
  Education; Medical Services; Optical Data Disks; Parents
IDENTIFIERS- Childhood Illnesses

This educational CD-ROM is designed to provide a working knowledge of diabetes and its effect on children. It is intended for parents, health care professionals, pharmacists, teachers, coaches, and child care providers. The CD-ROM examines issues related to diabetes management (food, insulin, monitoring, hypoglycemia, and illness); lifestyle; and emergencies and long-term complications (complete with candid interviews with parents of children with diabetes). Each topic includes commonly asked questions and their answers. The CD features full-motion video, colorful cartoon sequences, and audio and text information. (SM)

ED 464 049   SP 040 637

University-School Teacher Education Partnerships: Second-Year
  Progress Report, 1999-2000.
PUB DATE- 01
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- *College School Cooperation; Elementary Secondary
  Education; Higher Education; Internship Programs; *Partnerships
  in Education; Preservice Teacher Education; Public Schools;
  Student Teaching; Teacher Collaboration; Teacher Role

The University-School Teacher Education Partnerships have as a model reflective practitioner for her teacher education students. Using her life experiences, her own teaching journals, and her students' journals and assignments, the book describes her efforts to implement a sociocultural approach to teacher education based on the work of Vygotsky. It begins by describing beliefs of Vygotsky, then goes on to document the practitioner's evolution as a teacher educator and her students' reactions to her teaching. There are nine chapters in three parts. Part 1, "Introduction," includes (1) "Beyond Traditional Practices" and (2) "A Platform for Change." Part 2, "Synergy: Who I Am and How I Teach," includes (3) "Knowing Students," (4) "Situated Learning," (5) "Structuring Social Mediation," and (6) "Learning Zones." Part 3, "Case Studies Using a Vygotskian Approach," includes (7) "Redefining the Mentor," (8) "Vygotsky for Teachers outside the Given Realm," and (9) "Implications: So What?" (Contains 200 references.) (SM)

ED 464 068 SP 040 670

Reif, Margaret T.; Warring, Douglas F.
Why Teach: A Comparative Analysis of Responses from Prospective Teachers Enrolled in Professional Education Programs in 1991-92 with Those in 2000-01.
PUB DATE- 02
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Preservice Teacher Education; Public Schools; *Student Teacher Attitudes; Student Teachers; *Teacher Shortage
IDENTIFIERS- University of Saint Thomas MN

This study compared responses from prospective teachers in the academic years, 1991-92 and 2000-01 regarding their reasons for entering teaching and thier beliefs about their prospects. Student teachers in traditional and nontraditional programs were compared. Students in a teacher preparation program that offers a B.A. for undergraduates and a license leading to an M.A. for graduate students completed the latter survey. This information was compared to similar data collected 10 years previously. Data included demographics, grade point average, licensure-interest area, desired place of employment, parental educational levels and occupations, and main reasons for wanting to teach. In the 10 years between surveys, a better balance between elementary and secondary teacher education majors developed. The undergraduate program continued to be predominantly traditional age students, while the graduate program generally enrolled nontraditional age students. The racial makeup continued to be predominantly white. Grade point averages increased. Undergraduates continued to choose suburban settings for teaching. Graduate students showed decreased interest in urban settings. The 2000-01 study showed a lower percentage of students who chose teaching because of their love for children compared to responses given 10 years ago. Fewer students reported wanting to teach because it was a challenging, rewarding profession. The questionnaire and resulting data are appended. (Contains 23 references.) (SM)

ED 464 069 SP 040 671

Griffith, Judy B.; Koeppen, Kim E.; Timion, Cheryl
Three Views of Accountability from the Trenches: What Does It Mean? What Is Its Value?

Evaluation Instruments (160)
DESCRIPTORS- *Beliefs; *Construct Validity; *Elementary School Teachers; Factor Analysis; Higher Education; Intermediate Grades; Likert Scales; *Mathematics; Mathematics Teachers; Preservice Teachers

Teacher beliefs are instrumental in defining teacher pedagogical and content tasks and for processing information relevant to those tasks. In this study, a Likert-type instrument, Mathematics Beliefs Scales (E. Fennema, T. Carpenter, and M. Loef, 1990), was used to measure the mathematical beliefs of teachers. This instrument was designed with four subscales. After the Beliefs Scale was administered to 123 inservice teachers and 54 preservice teachers, a factor analysis was performed to re-examine patterns in the data set to determine what the instrument actually measured. These analyses resulted in a determination of 3 factors and the reduction of the original 48 items to a more user-friendly, modified, 18-item revised scale. Appendixes contain the original scale and the revised version. (Contains 2 tables and 21 references.) (Author/SLD)

ED 464 089 TM 033 769

Koo, Marianne
Value the "Unvalued": Is It Possible within a Context of Curriculum Change?
PUB DATE- 02
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Curriculum Development; *Decision Making; *Educational Change; *Educational Policy; Elementary Education; *Elementary School Teachers; Principals; *Teacher Researchers

This paper draws on the findings from a collaborative research journey with two groups of primary school teachers and principals within a context of curriculum change in Hong Kong. The purpose of the paper is an invitation to stakeholders to reflect and act upon the findings that can have an impact on reconstructing teachers' work at various learning sites and at the policymaking level. The emphasis of the study was on critiquing and reconstructing teachers' curriculum work from an inside-out perspective within a context of curriculum change. The research performed in the study was embedded in local and international changing contexts, and was conceptualized with reference to western and eastern literature. Two research strategies, narrative and conversation, were used as navigational tools to engage participants in critical reflection collaboration, communication, and transformation. Teachers' stories were the foci of hermeneutic interpretation and thematic analysis. Transparency and ethical considerations were emphasized throughout the research described in the paper. Attributes of this type of study are also discussed. (Author/AA)

ED 464 090 TM 033 770

d'Ailly, Hsiao
A Distinctive Cultural and Gender Difference in Children's Interest and Effort in Learning: The Impact of Choice and Testing.

*Statistical Bias
IDENTIFIERS- *Expected A Posteriori Tests; A Priori Tests; Rasch Model

In a computerized adaptive test (CAT), it would be desirable to obtain an acceptable precision of the proficiency level estimate using an optimal number of items. Decreasing the number of items is accompanied, however, by a certain degree of bias when the true proficiency level differs significantly from the a priori estimate. G. Raiche (2000) has suggested that it is possible to reduce the bias, and even the standard error of the estimate, by applying to each provisional estimation one of a combination of these strategies: (1) the adaptive correction for bias proposed by R. Bock and R. Mislevy (1982); (2) adaptive a priori estimate; and (3) adaptive integration interval. A simulation study was conducted to explore these approaches. One thousand administrations of a CAT were simulated for varying proficiency levels. Expected a priori estimation of a unidimensional Rasch model with 40 quadrature points was used for provisional and final estimates. Simulation results demonstrate that bias can be reduced more effectively by using an adaptive adjustment of the estimation procedure than by considering only the final correction for bias proposed by Bock and Mislevey. Findings suggest the use of these adaptive estimate strategies in adaptive testing, especially the adaptive a priori combined with the adaptive integration interval. (Contains 2 figures, 12 tables, and 13 references.) (SLD)

ED 464 111 TM 033 792

Duncan, Teresa Garcia; Parent, Lourdes del Rio; Chen, Lee; Ferrara, Steve; Johnson, Eugene
Study of a Dual Language Test Booklet in 8th Grade Mathematics.
PUB DATE- 02
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English; Grade 8; *Junior High School Students; Junior High Schools; Language Minorities; *Mathematics; Spanish; *Test Construction; *Testing Accommodations
IDENTIFIERS- *Dual Language Text

This study addressed the effectiveness of a Spanish-English dual language (DL) test booklet in eighth-grade mathematics. The inclusion criteria of the National Assessment of Educational Progress were used to identify students who would qualify for an accommodation like the DL booklet. Incentives (periodicals, software, and study data) were used to secure the participation of 10 schools and a sample of 402 eighth graders. Results of the quantitative analyses illustrate the complexity of evaluating the effectiveness of an accommodation. The complex study suggested that inclusion and accommodation policies must carefully weigh the advantages of the precision in classification offered by additional or alternative inclusion criteria with the burden those criteria would place on schools and districts. Quantitative analysis indicated that the dual language booklet has a slight negative effect on students with higher levels of English proficiency. Overall, 68 students participated in focus groups, and these groups showed that students viewed the DL booklet favorably. All students considered the availability of the second language a benefit.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Elementary School Students; Factor Structure; Intermediate Grades; *Outcomes of Education; Parent Attitudes; *Parents; Questionnaires; Student Attitudes

This paper describes the development, validation, and analysis of a classroom learning environment questionnaire that uses parent perceptions in conjunction with student perceptions in investigating classroom learning environments in grades 4 and 5 in a South Florida school. Two modified versions of the What Is Happening in this Class (WIHIC) (Fraser and others, 1996) questionnaire were developed for parents (actual and preferred environments) and two for students. Qualitative interviews and observations were used to augment the richness of the quantitative findings. The student sample consisted of 520 students aged 9 to 11 years from 22 classes in 3 schools. The parent sample of 120 represented the responding parents from 1 school. The 161 children of participating parents became a subsample for the study of student achievement. Follow-up interviews were held with 10 parents and their children. The six-scale version of the actual form of the WIHIC was found to have satisfactory factorial validity for the student sample, with factor analysis supporting a five-scale structure. The WIHIC also demonstrated satisfactory reliability and discriminant validity for student and class mean for students and parents. Students and parents preferred a more favorable learning environment than they actually perceived, and parents' evaluations of the actual learning environment were somewhat less favorable than those of students. Positive, but weak, relationships existed between student outcomes and student and parent perceptions of the learning environment. Two appendixes contain tables of factor loadings for the parent and student actual forms. (Contains 30 references.) (SLD)

ED 464 131 TM 033 814

Vendlinski, Terry
A Markov Model Analysis of Problem-Solving Progress.
PUB DATE- 02
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemistry; *High School Students; High Schools; Learning Strategies; *Markov Processes; *Mathematical Models; Multimedia Materials; *Problem Solving
IDENTIFIERS- Neural Networks

This study used a computerized simulation and problem-solving tool along with artificial neural networks (ANN) as pattern recognizers to identify the common types of strategies high school and college undergraduate chemistry students would use to solve qualitative chemistry problems. Participants were 134 high school chemistry students who used the Interactive Multi-Media Exercises (IMMEX) software with a problem set related to identification of hazardous materials. Then, based on the calculated probabilities that students would transition between these strategy types over time, hidden chain Markov analysis allowed two objectives to be accomplished. A model of the capacity of the current curriculum to produce students able to apply chemistry content to real world problems was developed, testing movement involves reductionism, mechanism, and reversion to the basics in measuring student achievement. Well-intended attempts to assess student achievement have often led to overemphasis on minutiae or basics rather than the understanding of larger issues and more complex questions. It is possible that the United States should explore the two-ladder system of education in Europe in which students can choose a vocational education track, with the possibility of entering the college track at a later date. This would provide opportunities for gainful employment at an early age and motivate youth not ready for a college bound route. (Contains 10 references.) (SLD)

ED 464 152 TM 033 837

Zhang, Yanling
DIF in a Large Scale Mathematics Assessment: The Interaction of Gender and Ethnicity.
PUB DATE- 02
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Elementary Secondary Education; *Ethnicity; *Item Bias; *Mathematics Tests; *Sex Differences; Student Characteristics; Test Items
IDENTIFIERS- Delaware; *Delaware Student Testing Program; Item Bias Detection; Large Scale Assessment

A study was conducted to investigate how differential item functioning (DIF) is associated with student characteristics such as gender and ethnicity for the total group and to understand the pattern and nature of existing group differences by conducting DIF analyses separately within gender and ethnicity. The research is unique in that it undertakes a two-way DIF approach by taking into account the interaction of gender and ethnicity. Data were from the Delaware Student Testing Program. The multiple choice items for grades 3, 5, 8, and 10 were used, for a total group of 34,544 students. Results of the Mantel Haenzel DIF analyses found an approximately equal number of DIF items favoring the reference and focal groups across all four grade levels. There was some statistical evidence of DIF in all grades, but the DIF was more balanced out by gender and ethnicity in the higher grades (8 and 10). A number of gender and ethnic DIF items that were previously undetected in a total analyses were flagged when two-way procedures were applied. It is clear that two-way DIF analyses offer a more complete and comprehensive approach to DIF detection, superior to the traditional one-way DIF analysis approach and particularly useful in large-scale testing programs. (Contains 30 tables and 32 references.) (SLD)

ED 464 153 TM 033 838

McMunn, Nancy; McColskey, Wendy; O'Connor, Ken
Districts Building Teacher Capacity in Classroom Assessment: Lessons Learned about the District Role in Building Teachers' Capacity To Assess Students More Effectively through an Interconnected System of Programs and Policies.
PUB DATE- 02
NOTE- 46p.; Paper presented at the Annual Meeting of the American

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Needs; Community Programs; High School Students; High Schools; Leadership Training; Middle School Students; Student Attitudes; Student Participation; Urban Areas; Youth Leaders; *Youth Programs
IDENTIFIERS- *California (Redwood City)

This report summarizes preliminary findings from the Youth Engaged in Leadership and Learning project in Redwood City, California, which prepared and supported youth in becoming knowledgeable and active decision-makers in their schools and communities, and played a key role in developing youths' leadership skills and encouraging civic engagement in Redwood City. From November 2000 through June 2001, a cadre of 14 eighth-graders and 4 ninth-graders received comprehensive training in such areas as community assessment design, data collection and analysis, and advocacy skills. They focused on how to make the community better for youth by gathering information (via interviews, observations, and surveys) on their peers' needs, strengths, and activities. Overall, middle-schoolers liked their home life, neighborhoods, and schools. Most reported no gangs in the area. Only 30 percent found anything amusing in their neighborhoods for kids. High school students spent most of their after-school time with homework, sports, friends, and the television or computer. They felt welcome mainly everywhere. Most would seek help from a center for support. Recommendations included encouraging a friendlier climate, providing activities and places for youth, and improving transportation. Four appendices contain the Redwood City neighborhood map, interview protocols, youth surveys, and compiled results by neighborhoods. (Contains 18 charts and graphs.) (SM)

ED 464 172 UD 034 943

Dee, Thomas S.
Teachers, Race and Student Achievement in a Randomized Experiment. NBER Working Paper Series.
SPONS. AGENCY- Smith Richardson Foundation, Inc., Greensboro, NC.
PUB DATE- 01
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Class Size; *Culturally Relevant Education; Elementary Education; *Minority Group Children; *Minority Group Teachers; Racial Bias; *Racial Factors; *Role Models; Standardized Tests; Teacher Recruitment
IDENTIFIERS- Student Teacher Achievement Ratio Project TN

Recommendations for the aggressive recruitment of minority teachers are based on hypothesized role model effects for minority students as well as evidence of racial bias among non-minority teachers. However, prior empirical studies have found little or no association between exposure to an "own-race" teacher and level of student achievement. This paper presents new evidence on this question by evaluating the test score data from the Tennessee's Project STAR (Student Teacher Achievement Ratio) class size experiment, which randomly matched students and teachers within participating schools. Empirical results based on these data confirm that the racial pairings of students and teachers in this experiment were independently given. Models of student achievement indicate that a 1-year assignment to an own-race teacher increased the math and

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Accountability; *Educational Quality; Elementary Secondary Education; Politics of Education; *Public Education; *Public Officials; *Public Opinion; Teacher Competencies; Teacher Responsibility

This report presents information from a national survey commissioned in January 2002 by the Public Education Network and Education Week. The poll examines the attitudes of American voters towards public schools and reveals what they want politicians to do about education once they are in office. Overall, Americans assign great value to public education in the context of the recent economic recession, the war on terrorism, and the upcoming November elections. Education remains a top priority and will be a hot-button political issue in the 2002 midterm and 2004 general elections. Voters believe that quality education for all is a national priority. They care about school quality for practical reasons and out of concern for the community. Public concerns about the economy and education are intertwined. Most people believe that politicians should make education a top priority for financial support in their states. The public emphatically defends education budgets against possible cuts and wants officials to protect education dollars. Voters believe it is time to hold politicians and communities accountable for academic performance and school quality. They feel that school boards and parents have the most responsibility for quality education. Voters also believe that students should be held accountable. They have very consistent views about how to improve public education through teacher quality and equal funding between rich and poor schools. (SM)

ED 464 191 UD 034 977

Adams, Gina; Snyder, Kathleen; Sandfort, Jodi R.
Navigating the Child Care Subsidy System: Policies and Practices That Affect Access and Retention. New Federalism: Issues and Options for States, Series A, No. A-50. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
PUB DATE- 02
NOTE- 9p.; For the full report, see UD 034 974.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Caregivers; Children; *Day Care; Early Childhood Education; Eligibility; Federal Aid; *Grants; Low Income Groups; Parents; Public Policy; Welfare Recipients; *Welfare Services
IDENTIFIERS- Access to Services; Temporary Assistance for Needy Families

This brief summarizes the report, "Getting and Retaining Child Care Assistance: How Policy and Practice Influence Families' Experiences," examining subsidy policies and practices that affect subsidy utilization, including those that affect every interaction the parent has with the subsidy agency and those that affect the ease of applying for, and retaining, subsidies. Information comes from interviews with state and local child care administrators and key experts and from focus groups with caseworkers, parents, and providers in 12 Assessing the New Federalism states. Research occurred between 1999 and 2000. Results indicate that many subsidy policies and practices make it difficult for low-income eligible families to access and retain child care subsidies. Barriers include interactions with

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63p. L1 ED 463 895

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Ce que mon enfant apprend a l'ecole. Manuel a l'intention des parents, 2001-2002: Deuxieme annee (What My Child Learns in School. Curriculum Handbook for Parents, 2001-2002: Grade 2).
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School. Hearing before the Committee on Education and the Workforce. House of Representatives, One Hundred Sixth Congress, First Session.	129p.	L1	ED 463 912
Homelessness: Improving Program Coordination and Client Access to Programs. Testimony before the Subcommittee on Housing and Transportation, Committee on Banking, Housing, and Urban Affairs, U.S. Senate.	17p.	L1	ED 464 185
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Treatment, Education, and Prevention: Adding to the Arsenal in the War on Drugs. Hearing before the Committee on the Judiciary, United States Senate, One Hundred Seventh Congress, First Session.	76p.	L1	ED 463 482
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(100) AudioVisual Non-Print Materials

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Parent's Journal. Videotape Series .	0p.	L3	ED 463 923
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(102) Machine-Readable Data Files

Early Childhood Longitudinal Study, Kindergarten Class of 1998-99. ECLS-K First Grade Public-Use, Child File. Data Files and

Instructional Technology Innovation in the Liberal Arts Classroom: A Conversation with the Maryville College Faculty Instructional Technology (FIT) Fellows.	14p.	L1	ED 463 736
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Kids Count in Indiana 2001 Data Book: County Profiles of Child Well-Being.	473p.	L1	ED 463 880
Ladders of Opportunity.	24p.	L1	ED 463 781
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The Learning Strategies: Helping Students Learn How To Learn.	31p.	L1	ED 463 655
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The Lions and the Hawks: Using Videoconferencing and Web Technology To Deliver a Cross-Campus New Product Innovation Course.	10p.	L1	ED 463 722
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Milestones 2000: Reform Efforts in Mathematics and Science Teacher Education Programs at SUSTAIN Collaboratives in Ohio.	30p.	L1	ED 463 971
Minnesota Kids: A Closer Look. 2002 Data Book.	261p.	L1	ED 463 851

A Distinctive Cultural and Gender Difference in Children's Interest and Effort in Learning: The Impact of Choice and Testing.	21p.	L1	ED 464 090
Districts Building Teacher Capacity in Classroom Assessment: Lessons Learned about the District Role in Building Teachers' Capacity To Assess Students More Effectively through an Interconnected System of Programs and Policies.	46p.	L1	ED 464 153
Diversity and Complexity: A Documentary Analysis of Critical Care Nursing Education. Researching Professional Education Research Report Series.	142p.	L2	ED 463 395
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Youth Engaged in Leadership & Learning Project, Redwood City. Report on Findings and Recommendations from the Pilot Project Formerly Known as the "Youth Mapping Project," November 2000-June 2001.
29p. L1 ED 464 171

(171) Multilingual/Bilingual Materials

The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders = Manual sobre la dislexia: Procedimientos relacionados con la dislexia y otros desordenes.
116p. L1 ED 463 621

The Good News about Careers: How You'll Be Working in the Next Decade.	226p.	L3	ED 463 438
The Great Curriculum Debate: How Should We Teach Reading and Math?	360p.	L3	ED 464 180
Guia para padres y maestros de ninos bilingues (A Parents' and Teachers' Guide to Bilingualism). Parents' and Teachers' Guides Number 5.	256p.	L3	ED 463 648
How Minority Students Experience College: Implications for Planning and Policy.	132p.	L3	ED 463 715
How To Grade for Learning: Linking Grades to Standards. 2nd Edition.	304p.	L3	ED 464 084
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The Jossey-Bass Reader on Gender in Education. The Jossey-Bass Education Series	760p.	L3	ED 464 061
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Language Crossings: Negotiating the Self in a Multicultural World. Language and Literacy Series.	180p.	L3	ED 463 653
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	37p.	L1	ED 463 891
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Changing Channels: Activities Promoting Media Smarts and Creative Problem Solving for Kids.	161p.	L2	ED 463 846
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Creating the Infrastructure for an Enabling (Learning Support) Component To Address Barriers to Student Learning. A Center Training Tutorial.	111p.	L1	ED 463 505
Crisis Assistance & Prevention: Reducing Barriers to Learning. A Center Training Tutorial.	83p.	L1	ED 463 502
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(110) Numerical/Quantitative Data

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CG031550	ED463463
CG031552	ED463464
CG031602	ED463465
CG031603	ED463466
CG031618	ED463467
CG031619	ED463468//
CG031623	ED463469
CG031624	ED463470
CG031625	ED463471
CG031626	ED463472
CG031633	ED463473
CG031634	ED463474
CG031636	ED463475
CG031637	ED463476
CG031638	ED463477
CG031639	ED463478
CG031640	ED463479
CG031641	ED463480
CG031643	ED463481
CG031644	ED463482
CG031645	ED463483
CG031646	ED463484
CG031648	ED463485
CG031650	ED463486
CG031651	ED463487
CG031653	ED463488
CG031655	ED463489
CG031656	ED463490
CG031657	ED463491
CG031658	ED463492//
CG031659	ED463493
CG031660	ED463494
CG031661	ED463495
CG031662	ED463496
CG031663	ED463497
CG031664	ED463498
CG031665	ED463499
CG031666	ED463500
CG031667	ED463501
CG031668	ED463502
CG031669	ED463503
CG031671	ED463504
CG031672	ED463505
CG031674	ED463506
CG031676	ED463507
CG031677	ED463508
CG031678	ED463509
CG031683	ED463510

CG031686	ED463511

CS - Reading, English, and Communication

CS014599	ED463512
CS014600	ED463513
CS510774	ED463514
CS510780	ED463515
CS510786	ED463516
CS510804	ED463517
CS510807	ED463518
CS510828	ED463519
CS510845	ED463520
CS510846	ED463521
CS510847	ED463522
CS510848	ED463523
CS510849	ED463524
CS510850	ED463525
CS510851	ED463526
CS510852	ED463527
CS510853	ED463528
CS510854	ED463529
CS510856	ED463530
CS510857	ED463531
CS510858	ED463532
CS510859	ED463533
CS510860	ED463534//
CS510861	ED463535
CS510862	ED463536
CS510863	ED463537
CS510865	ED463538
CS510877	ED463539
CS510878	ED463540
CS510886	ED463541
CS510887	ED463542
CS510888	ED463543
CS510889	ED463544
CS510891	ED463545
CS510892	ED463546
CS510893	ED463547
CS510940	ED463548
CS510941	ED463549
CS510943	ED463550
CS510944	ED463551
CS510949	ED463552
CS510967	ED463553
CS510968	ED463554
CS510972	ED463555
CS510974	ED463556
CS510985	ED463557
CS510986	ED463558
CS510988	ED463559
CS510989	ED463560
CS510993	ED463561

EA - Educational Management

EA031177	ED463562
EA031485	ED463563
EA031563	ED463564
EA031564	ED463565
EA031565	ED463566
EA031566	ED463567
EA031567	ED463568

EA031568	ED463569
EA031569	ED463570
EA031570	ED463571
EA031571	ED463572
EA031572	ED463573
EA031573	ED463574
EA031574	ED463575
EA031575	ED463576
EA031576	ED463577
EA031577	ED463578
EA031578	ED463579
EA031579	ED463580
EA031580	ED463581
EA031581	ED463582
EA031582	ED463583
EA031583	ED463584
EA031584	ED463585
EA031601	ED463586
EA031614	ED463587
EA031615	ED463588
EA031616	ED463589
EA031617	ED463590
EA031619	ED463591
EA031620	ED463592
EA031621	ED463593

EC - Disabilities and Gifted Education

EC308865	ED463594
EC308885	ED463595
EC308886	ED463596
EC308887	ED463597
EC308888	ED463598
EC308889	ED463599
EC308890	ED463600
EC308891	ED463601
EC308892	ED463602
EC308893	ED463603
EC308894	ED463604
EC308895	ED463605
EC308896	ED463606
EC308897	ED463607
EC308898	ED463608
EC308901	ED463609
EC308904	ED463610
EC308906	ED463611
EC308908	ED463612
EC308910	ED463613
EC308911	ED463614
EC308912	ED463615
EC308913	ED463616
EC308914	ED463617
EC308915	ED463618
EC308916	ED463619
EC308917	ED463620//
EC308918	ED463621
EC308920	ED463622
EC308921	ED463623
EC308922	ED463624
EC308923	ED463625
EC308924	ED463626
EC308925	ED463627
EC308926	ED463628
EC308927	ED463629

EF - Eric Facility

EF006052	ED463630
EF006054	ED463631
EF006056	ED463632
EF006061	ED463633
EF006062	ED463634
EF006063	ED463635
EF006064	ED463636
EF006065	ED463637
EF006069	ED463638
EF006072	ED463639
EF006073	ED463640
EF006074	ED463641
EF006075	ED463642
EF006076	ED463643
EF006077	ED463644
EF006078	ED463645
EF006079	ED463646
EF006080	ED463647

FL - Language and Linguistics

FL027200	ED463648//
FL027212	ED463649
FL027213	ED463650
FL027214	ED463651
FL027215	ED463652
FL027216	ED463653//
FL027217	ED463654//
FL027218	ED463655
FL027219	ED463656
FL027220	ED463657
FL027221	ED463658//
FL027222	ED463659
FL027223	ED463660//
FL027224	ED463661//
FL027225	ED463662//
FL027226	ED463663//
FL027227	ED463664//
FL027228	ED463665//
FL027229	ED463666
FL027230	ED463667
FL027231	ED463668
FL027232	ED463669
FL027234	ED463670
FL027235	ED463671
FL027236	ED463672
FL027237	ED463673
FL027238	ED463674
FL027239	ED463675
FL027240	ED463676
FL027241	ED463677

HE - Higher Education

HE034772	ED463678
HE034789	ED463679
HE034791	ED463680//
HE034793	ED463681
HE034794	ED463682
HE034795	ED463683
HE034796	ED463684

HE034797	ED463685
HE034798	ED463686
HE034799	ED463687
HE034807	ED463688//
HE034808	ED463689//
HE034809	ED463690//
HE034810	ED463691//
HE034811	ED463692//
HE034812	ED463693//
HE034813	ED463694//
HE034814	ED463695//
HE034815	ED463696//
HE034816	ED463697
HE034817	ED463698
HE034818	ED463699
HE034819	ED463700
HE034820	ED463701
HE034821	ED463702
HE034822	ED463703
HE034823	ED463704//
HE034828	ED463705//
HE034829	ED463706//
HE034830	ED463707//
HE034831	ED463708
HE034832	ED463709
HE034833	ED463710
HE034834	ED463711
HE034835	ED463712
HE034836	ED463713
HE034837	ED463714
HE034838	ED463715//
HE034839	ED463716//
HE034841	ED463717//
HE034842	ED463718//

IR - Information and Technology

IR021138	ED463719
IR021139	ED463720
IR021140	ED463721
IR021141	ED463722
IR021142	ED463723
IR021143	ED463724
IR021144	ED463725
IR021145	ED463726
IR021146	ED463727
IR021147	ED463728
IR021148	ED463729
IR021149	ED463730
IR021150	ED463731
IR021151	ED463732
IR021152	ED463733
IR021153	ED463734
IR021154	ED463735
IR021155	ED463736
IR021156	ED463737
IR021157	ED463738
IR021158	ED463739
IR021162	ED463740
IR021163	ED463741
IR021164	ED463742
IR021165	ED463743
IR021166	ED463744
IR021167	ED463745//

IR021168	ED463746
IR021169	ED463747
IR021170	ED463748
IR021171	ED463749
IR021172	ED463750
IR021173	ED463751
IR021174	ED463752
IR021679	ED463753
IR058430	ED463754
IR058431	ED463755
IR058432	ED463756
IR058433	ED463757
IR058434	ED463758
IR058435	ED463759
IR058436	ED463760
IR058437	ED463761
IR058438	ED463762
IR058439	ED463763
IR058447	ED463764
IR058448	ED463765
IR058449	ED463766
IR058450	ED463767
IR058451	ED463768//
IR058452	ED463769
IR058454	ED463770
IR058465	ED463771
IR058466	ED463772

JC - Community Colleges

JC020218	ED463773
JC020276	ED463774
JC020277	ED463775
JC020278	ED463776
JC020279	ED463777
JC020280	ED463778
JC020283	ED463779
JC020284	ED463780
JC020286	ED463781
JC020287	ED463782
JC020290	ED463783
JC020291	ED463784
JC020292	ED463785
JC020293	ED463786
JC020294	ED463787
JC020295	ED463788//
JC020298	ED463789
JC020299	ED463790
JC020300	ED463791
JC020301	ED463792
JC020302	ED463793
JC020303	ED463794
JC020305	ED463795
JC020306	ED463796
JC020307	ED463797
JC020308	ED463798
JC020313	ED463799//
JC020314	ED463800
JC020315	ED463801
JC020317	ED463802
JC020319	ED463803
JC020320	ED463804
JC020321	ED463805
JC020322	ED463806

JC020323	ED463807
JC020324	ED463808
JC020325	ED463809
JC020326	ED463810
JC020327	ED463811
JC020328	ED463812
JC020329	ED463813
JC020330	ED463814
JC020331	ED463815
JC020332	ED463816
JC020333	ED463817
JC020334	ED463818
JC020335	ED463819
JC020336	ED463820
JC020337	ED463821
JC020338	ED463822
JC020339	ED463823
JC020340	ED463824
JC020341	ED463825
JC020342	ED463826
JC020343	ED463827

PS - Elementary and Early Childhood Education

PS029307	ED463828
PS029308	ED463829
PS029309	ED463830
PS029433	ED463831
PS029887	ED463832
PS030090	ED463833
PS030225	ED463834
PS030227	ED463835
PS030228	ED463836
PS030236	ED463837
PS030238	ED463838
PS030239	ED463839
PS030243	ED463840
PS030244	ED463841
PS030252	ED463842
PS030253	ED463843
PS030254	ED463844
PS030255	ED463845
PS030256	ED463846
PS030259	ED463847
PS030260	ED463848
PS030263	ED463849
PS030265	ED463850
PS030266	ED463851
PS030267	ED463852
PS030268	ED463853
PS030269	ED463854
PS030270	ED463855
PS030271	ED463856
PS030272	ED463857
PS030273	ED463858
PS030274	ED463859
PS030275	ED463860
PS030276	ED463861
PS030277	ED463862
PS030278	ED463863
PS030279	ED463864
PS030280	ED463865
PS030281	ED463866
PS030282	ED463867

PS030283	ED463868
PS030284	ED463869
PS030286	ED463870
PS030287	ED463871
PS030288	ED463872//
PS030291	ED463873//
PS030292	ED463874
PS030293	ED463875
PS030294	ED463876
PS030295	ED463877
PS030296	ED463878
PS030298	ED463879
PS030299	ED463880
PS030300	ED463881
PS030301	ED463882
PS030302	ED463883
PS030303	ED463884//
PS030305	ED463885
PS030322	ED463886
PS030323	ED463887
PS030324	ED463888
PS030325	ED463889
PS030326	ED463890
PS030327	ED463891
PS030328	ED463892
PS030329	ED463893
PS030330	ED463894
PS030331	ED463895
PS030341	ED463896
PS030342	ED463897
PS030344	ED463898//
PS030345	ED463899//
PS030347	ED463900
PS030348	ED463901//
PS030349	ED463902//
PS030351	ED463903
PS030354	ED463904
PS030357	ED463905

RC - Rural Education and Small Schools

RC023375	ED463906
RC023381	ED463907
RC023438	ED463908
RC023441	ED463909
RC023442	ED463910
RC023443	ED463911//
RC023444	ED463912
RC023445	ED463913
RC023446	ED463914
RC023447	ED463915//
RC023448	ED463916
RC023449	ED463917
RC023450	ED463918//
RC023451	ED463919//
RC023452	ED463920
RC023453	ED463921
RC023454	ED463922//
RC023455	ED463923//
RC023456	ED463924
RC023457	ED463925//
RC023458	ED463926
RC023461	ED463927
RC023462	ED463928

RC023477	ED463929
RC023485	ED463930//
RC023486	ED463931//
RC023487	ED463932//
RC023490	ED463933
RC023491	ED463934
RC023492	ED463935
RC023493	ED463936
RC023494	ED463937
RC023495	ED463938
RC023496	ED463939
RC023497	ED463940
RC023498	ED463941
RC023499	ED463942
RC023500	ED463943

SE - Science, Mathematics, and Environmental Education

SE064309	ED463944
SE064310	ED463945
SE064311	ED463946
SE064312	ED463947
SE064313	ED463948
SE064314	ED463949
SE064315	ED463950
SE064316	ED463951
SE064317	ED463952
SE064318	ED463953
SE065378	ED463954
SE065787	ED463955
SE065883	ED463956
SE065941	ED463957
SE065967	ED463958
SE065969	ED463959
SE065981	ED463960
SE066000	ED463961
SE066003	ED463962
SE066004	ED463963
SE066006	ED463964
SE066008	ED463965
SE066009	ED463966
SE066013	ED463967
SE066014	ED463968
SE066015	ED463969
SE066016	ED463970
SE066033	ED463971
SE066038	ED463972
SE066039	ED463973
SE066041	ED463974
SE066046	ED463975
SE066047	ED463976
SE066048	ED463977
SE066049	ED463978
SE066050	ED463979

SO - Social Studies/Social Science Education

SO031158	ED463980
SO032060	ED463981//
SO032339	ED463982
SO032350	ED463983
SO032354	ED463984
SO032355	ED463985
SO032356	ED463986

SO032357	ED463987
SO032358	ED463988
SO032359	ED463989
SO032716	ED463990//
SO033238	ED463991
SO033423	ED463992//
SO033467	ED463993
SO033468	ED463994//
SO033611	ED463995
SO033647	ED463996//
SO033694	ED463997
SO033695	ED463998
SO033711	ED463999
SO033712	ED464000
SO033713	ED464001
SO033714	ED464002
SO033715	ED464003
SO033716	ED464004
SO033717	ED464005
SO033718	ED464006
SO033719	ED464007
SO033720	ED464008
SO033721	ED464009
SO033774	ED464010
SO033775	ED464011
SO033776	ED464012
SO033777	ED464013
SO033778	ED464014
SO033779	ED464015
SO033780	ED464016
SO033781	ED464017
SO033782	ED464018
SO033783	ED464019
SO033784	ED464020
SO033785	ED464021
SO033786	ED464022
SO033788	ED464023
SO033789	ED464024//
SO033790	ED464025

SP - Teaching and Teaching Education

SP040043	ED464026
SP040570	ED464027
SP040580	ED464028
SP040581	ED464029
SP040582	ED464030
SP040583	ED464031
SP040584	ED464032
SP040585	ED464033
SP040586	ED464034
SP040587	ED464035
SP040588	ED464036
SP040589	ED464037
SP040590	ED464038
SP040591	ED464039
SP040592	ED464040
SP040594	ED464041
SP040596	ED464042
SP040603	ED464043
SP040616	ED464044
SP040621	ED464045
SP040629	ED464046
SP040632	ED464047//

SP040633	ED464048//
SP040637	ED464049
SP040641	ED464050
SP040643	ED464051
SP040644	ED464052
SP040646	ED464053
SP040648	ED464054
SP040649	ED464055
SP040650	ED464056
SP040653	ED464057//
SP040654	ED464058
SP040657	ED464059
SP040658	ED464060//
SP040659	ED464061//
SP040662	ED464062
SP040663	ED464063
SP040666	ED464064
SP040667	ED464065
SP040668	ED464066
SP040669	ED464067//
SP040670	ED464068
SP040671	ED464069
SP040672	ED464070
SP040673	ED464071
SP040674	ED464072
SP040678	ED464073
SP040681	ED464074
SP040684	ED464075
SP040686	ED464076
SP040692	ED464077
SP040694	ED464078//
SP040695	ED464079
SP040696	ED464080//
SP040697	ED464081
SP040698	ED464082//
SP040699	ED464083
SP040700	ED464084//
SP040701	ED464085

TM - Assessment and Evaluation

TM033766	ED464086
TM033767	ED464087
TM033768	ED464088
TM033769	ED464089
TM033770	ED464090
TM033771	ED464091
TM033772	ED464092
TM033773	ED464093
TM033774	ED464094
TM033775	ED464095
TM033777	ED464096
TM033778	ED464097
TM033779	ED464098
TM033780	ED464099
TM033781	ED464100
TM033782	ED464101
TM033783	ED464102
TM033784	ED464103
TM033785	ED464104
TM033786	ED464105
TM033787	ED464106
TM033788	ED464107
TM033789	ED464108

TM033790	ED464109
TM033791	ED464110
TM033792	ED464111
TM033793	ED464112
TM033794	ED464113
TM033795	ED464114
TM033796	ED464115
TM033797	ED464116
TM033798	ED464117
TM033799	ED464118
TM033800	ED464119
TM033801	ED464120
TM033802	ED464121
TM033803	ED464122
TM033804	ED464123
TM033805	ED464124
TM033806	ED464125
TM033808	ED464126
TM033809	ED464127
TM033811	ED464128
TM033812	ED464129
TM033813	ED464130
TM033814	ED464131
TM033815	ED464132
TM033816	ED464133
TM033817	ED464134
TM033818	ED464135
TM033819	ED464136
TM033820	ED464137
TM033821	ED464138
TM033822	ED464139
TM033823	ED464140
TM033824	ED464141
TM033825	ED464142
TM033826	ED464143
TM033828	ED464144
TM033829	ED464145
TM033830	ED464146
TM033832	ED464147
TM033833	ED464148
TM033834	ED464149
TM033835	ED464150
TM033836	ED464151
TM033837	ED464152
TM033838	ED464153
TM033839	ED464154
TM033840	ED464155

UD - Urban Education

UD034877	ED464156
UD034882	ED464157
UD034913	ED464158
UD034926	ED464159
UD034927	ED464160
UD034929	ED464161
UD034931	ED464162

UD - Urban Education (continue)

UD034933	ED464163
UD034935	ED464164
UD034936	ED464165
UD034937	ED464166
UD034938	ED464167